



THE BUSINESS EDUCATION WORLD

Vol. XVII

FEBRUARY, 1937

No. 6

YOUR TECHNICAL SKILL FINDS A JOB

Vierling Kersey

Superintendent of Los Angeles City Schools

LAST June three hundred young people, about equally divided as to boys and girls, graduated from a school of higher education. They had completed a two-year course in the school after graduating from high school.

Because these young people are representative of the finest type of graduate, let us follow their careers for a few months. Due to the improvement in employment conditions, we shall note the kind of jobs these graduates obtained. Also, because those among these young people who obtained employment are demonstrating their success on the job, we shall note carefully their abilities.

Finer groups are graduating from our schools each succeeding year. Education today offers better teaching, richer learning opportunities, and more direction of choice than ever before. Future graduates will be even better prepared than those graduating at present.

The average age of these young people when they went to work was nineteen and one-half years. What did they possess as their capital stock, and what items more than any others were most helpful when they faced the world with a determination to be economically self-sufficient?

They took with them into the world of business a maturity of judgment and a maturity of personality that had been progressively developed in the educative processes of the school. In addition to the subjects we study, the skills we develop,

the attitudes we assume, the physique we build, there is developed the maturity of mind that gives us poise when difficult situations arise and when we are in the presence of older heads on the job. Maturity gives us dignity which befits us to discard boldness, disregard bluff, and consider all elements of a situation before taking action. The "plunger" is not dignified. The "harum-scarum" is not dignified. Very often the constructive worth of "pep" and enthusiasm is reduced because of a lack of dignity.

Maturity gives balance in such matters as choices. The right choice of a course of conduct indicates a balanced sense of proportion; the choice of one's entertainments; the choice of one's associates; the choice of one's interests, studies, and expressions, are all a matter of balanced living. Maturity will reveal itself more in this matter of balance than in any other one way.

I have sometimes wondered whether or not it would be possible to develop courses in "maturity" for our young people, for the qualities that characterize maturity are of vital importance as we undertake to fill our places in the world of employment.

The young people whom we are considering in this article, who have met and are so successfully meeting their employment opportunities, have a second great asset that comes from education today. They have a thorough, basic background of essential general education. Correct speech is a definite outcome of their

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Vierling Kersey, a pioneer commercial educator and now superintendent of Los Angeles city schools, was California's state superintendent of public instruction for seven years. Among his many interests are social legislation and the improvement of American politics.

general education. Other definite outcomes of such general education are controlled voice, regulated emotions, glowing health habits, and right conduct. The knowledge of the meaning of accuracy, ability in simple computation, a respect for the right answer to those daily problems where the right answer and the wrong answer are not relative but absolutely exact, have likewise been acquired in their general education.

Simple general skills, such as neatness in handling materials; promptness that has displaced procrastination; an endeavor to perform consistently those common, incidental duties which may involve such homely efforts as the struggle to improve the readableness of handwriting, the perfection of filing papers and letters, the spelling of words and names, the choice of words—all are a part of good general education.

A knowledge of world affairs that gives breadth and depth to human relationships, conversation, and references in all communication is a result of general education.

All these, and more that could be enumerated, are essential items on a check list of what a foundation education, under the name of general training, must provide. Each of these successful young people checks well on this list. Simultaneously with the building of this background of general education, and superimposed thereon, comes a body of coordinating, correlated skills, technical knowledges, and special abilities. Some of these special abilities are found in the field of business, some in the field of agriculture, some in the field of finance, some in the field of industry, some in the field of the arts. Tech-

nical knowledge and skill presume more than a mere assemblage of experiences; more than mere "knowledge of." To "knowledge of" must be added an "ability with."

These members of our class of three hundred graduates who have crowned their employment opportunities with success report their experiences to us, their instructors and counsellors, and it is those experiences that I have summarized in the preceding paragraphs.

Business and industry are informing us that training for industry and business involves much more than mere knowledge about industry and business.

Naturally a review of what we have included under the contributions of general education will clearly indicate that a certain knowledge of and about all fields of human endeavor will be contained in good general education. But educators, as well as those to be educated, must recognize that "knowledge of" and "knowledge about," regardless of the sum total of the facts accumulated, may not necessarily mean to an employer that candidates for positions possess abilities or skills that directly eventuate in productive, contributory job service.

Whence Comes Marketable Ability?

I believe, therefore, that in this statement I have made my point No. 1. And I repeat, no amount of general training, no amount of assembled items of interest, no amount of knowledge about or knowledge of will replace technical skill and definite abilities for specific jobs.

Conclusion: Yes, there is such a thing as definite, marketable skill and ability. It is built upon a good general educational foundation.

Among those in the group we are discussing who have graduated and have since been employed, there are some who sent out as many as sixty letters of application and inquiry concerning the possibilities of securing a job. There are some who made as many as forty personal calls for positions. There are some who conducted definite campaigns to secure positions. There are some who secured positions from their first letter of application; others from their first call.

A peculiar psychology in connection with jobs has prevailed during the last few years. It is to the effect that jobs are to be continually scarcer, earning opportunities are to be continually lessened, "pull" in securing positions will count for more and more, and that the old practices of honesty, honor, integrity, efficiency, diligence, and stick-to-it-iveness are fraught with futility. Let us examine a few general facts that contravert this destructive attitude.

Opportunity Still Knocks

First. There is not a single field of endeavor demanding high degrees of specialized skill where there are not at the present time more employment outlets and jobs than there are applicants trained to present standards for those jobs.

Second. The recovery period in American life has just begun and the most conservative predictions are that this period will continue increasingly for at least six more years.

Third. New fields of endeavor, new markets, new demands are occurring in every line of commercial activity today at a proportion unequalled at any time in the history of American business and industry.

Fourth. Employers, because of keen competition, are today required to replace the inefficient with the efficient worker more promptly than ever before in the history of American employment.

Fifth. The interrelationships existing in every field of merchandising, business, and industrial activity are such that a good background of general education is more essential now than heretofore.

Sixth. The demand for inventiveness, creative ability, idea-production, and plain, ordinary intelligence in every employment opportunity is greater today than in the history of employment throughout the world.

Seventh. Those who have for years been in positions of employment, in positions of management and control, are more than ever ready to retire to make way for the oncoming control generation. (The one factor more than any other conditioning many potential retirements at the present moment is the lack of people trained and qualified to step in and carry on.)

Eighth. Let us hasten to conclude from these reasons and from many other equally obvious reasons that the psychology of defeatism is bound to overcome us except as we see, with the vigor, enthusiasm, and the optimism of well-prepared youth, that only we ourselves can defeat ourselves.

Conclusion: *There are jobs for us to find. The final question is in finding the job and in being prepared to be productive on that job, rather than in the theories and "isms" of pseudo-economic fatalism.*

In the light of the positive conclusions in connection with technical skills, and as a result of our statement that there are jobs to be found, we still must keep consciously and consistently in mind the fact that American industry, American business, the system of American employment, are based upon well-founded, long standing, and continuously accepted principles. These principles of American business and industry involve something more than profits derived from the production, purchasing, and use of mere materials, and technical skills, and general educational qualifications in men. Certain time-honored qualities of character, industriousness, loyalty to employer, thrift, and good citizenship are involved. Good citizenship and right attitudes toward work are still virtues in American work as well as community life. Character is not something we get apart from life, away from our work, and in the solitude of our association with self. Character is a part of all we do and manifests itself wherever we may be. Not one of us can go to his desk, his counter, his office machine, his factory, or place in the counting house and be nothing more than a piece of equipment without character, for even equipment has character and reflects its nature in the kind and quality of work it does.

The Old-Fashioned Virtues

Without character, skill and efficiency can win for us no promotion; with character, skill and efficiency may be developed to the point of continuous advancement, limited only by our innate selfhood, our downright character qualities.

Industriousness is a quality that employers have sought to rate and measure by devices

of varying mechanical and psychological nature. Parents have puzzled to know just how they could develop industriousness in their children. There is not an employer who would not rather feel assured of the industriousness of his employees than of the efficiency of all the equipment in his plant. Next to character and the possession of skills founded upon a program of good general educational background, industriousness will lead on to success more than any single quality.

Loyalty is a topic deserving of a book for its treatment as we discuss the quality of loyalty for the beginning employee. Loyalty seems to be that indefinable something which all employers try to get, which all employees believe they can prove they give, without which no organization can exist, and without which no employee can attain success, much less happiness. It is a quality for which we are admonished to test ourselves. It is a quality that costs us nothing to give; it costs us nothing to have; it costs us only when we fail to give and have it.

Habits of thrift are old-fashioned and, among some of the present generation, unpopular. They are basic, however, as qualities with which to start in any program of life activities where marketing one's services is involved.

Attitudes are those great qualities which guide us. The wrong attitude may supply too much, too little, or no guiding decisions at all. The wrong attitude may steer a perfect machine on a course of destruction. The right attitude is the most important aptitude for any job you will undertake throughout your lifelong life!

Good citizenship—this is the social measure of the man or the woman. As we are fine persons, we find our contacts, our social relationships to be fine. We carry our good citizenship with us wherever we are; it is the medium through which we become a spokesman for the home we represent, for the school from which we have graduated, for the employer whose money we receive, of whose concern we are a part. These old-fashioned qualities are a definite part of technical skill.

How often we hear it said, how often we read in present-day literature, that there is

an "American way." The American way is the American people. The American way today is not the same as it was a dozen years ago. It will not be the same a dozen years from now. What it will be a dozen years from now, we are to determine. The American way is the way of the dynamic; the American way is the way of rapid change; the American way is the way of enthusiasm, of optimism, of confidence; the American way is the way of great undertakings, of solving the unsolvable, building the biggest, the longest, the deepest. The American way is a provincial way, for we are proud of everything American—the democracy that is represented by our national emblem, the individuality that is represented by our personal enthusiasm. This changing American way will continue to bring about changes in American business, changes in the physical appearance of cities and of countryside, changes in the physical appearance of our dress, our complexions, our faces. The American way is the way of creativeness, of inventive genius, of making into physical and social reality whatever it is that the great American mind can conceive.

Opportunity for All

As members of the American social order, dare we pretend to indicate that there is any limit to the success attainable through the American way? As potential employees, dare we pretend that avenues are closed save as we close them ourselves? Dare we pretend to believe that America is not today the land of greatest opportunity? In America there is no young man or young woman without an opportunity!

August Dvorak Writes for the B. E. W.

• Our March issue will carry an article on "Correct Motion and the Growth of Typewriting Speed," by Dr. August Dvorak, of the College of Education, University of Washington.

The subject chosen by Dr. Dvorak for his article covers two of the most important topics treated in "Typewriting Behavior," by Dvorak, Merrick, Dealey, and Ford. This book (reviewed by Dr. Jessie Graham in the November, 1936, B.E.W. page 221) is one of the most scholarly and exhaustive treatments of the teaching of typewriting since the researches of Dr. William F. Book.

EXPERIENCE REQUIRED

M. Emily Greenaway

Help Wanted

EXPERIENCED STENOGRAPHER. Must be a high school graduate. At least one year's experience required.

TYPIST—EXPERIENCED. Only a high school graduate with at least one year's experience need apply.

OFFICE ASSISTANT WITH KNOWLEDGE OF TYPING. No one but a high school graduate with two years' experience in a business office will be considered.

HERE are three advertisements culled recently from the Help Wanted columns of three different newspapers of the New York metropolitan area. They are typical of the advertisements that have been appearing in the newspapers for the past two or three years. There seems to be no call for the inexperienced girl or boy. But the inexperienced boy and girl still need jobs.

Employment agencies are refusing to register inexperienced applicants. They maintain that it is no use for such applicants to file application forms as there is no chance of their being placed. Occasionally some local firm telephones to our high school office to ask that we recommend a boy or girl to fill a vacancy. The story is always the same: "Now, we want an experienced girl. One of your graduates of two or three years ago, who has been working in an office since graduation."

"But where will I ever get experience?" is the question that student after student asks of me. And I have to admit that I don't know the answer. It seems to me that that is a perfectly fair question for the pupil to ask his teacher. It also seems to me that if the teacher doesn't know the answer, it is up to him to try to solve the problem and find out the answer. We commercial teachers are really being challenged to solve that problem. Evidently we are manufacturing a product that no one wants, and that isn't good business.

My own first attempt to try to get an answer was to call on a few of our local firms and put this query to the person in charge of the hiring-and-firing:

"Why isn't a well-trained high school commercial graduate better raw material for you to take into your office, to be molded into the form you want her to have, than a girl with a year or two of experience in someone else's office, where she has formed habits of which you will have to break her?"

The answers were courteous—too courteous, in fact. The business men were so anxious not to seem critical that they hid behind vague generalizations, such as the difference in the attitude of an inexperienced girl from that of an experienced office worker.

Searching Out the Facts

I then went to a gentleman who I know is influential among the business men and who has a keen sense of social responsibility. I talked to him about the difficulty of the graduating business senior in getting his first job. I asked him if he could not help me to work out some scheme of placement. He listened sympathetically, and then said:

"I've already come in contact with this problem. I know quite a lot about it. I know it isn't local—it's a general problem. I've even tried some placement from among high school graduates."

Then he paused, and asked suddenly, "Can you take criticism?"

I gulped and drew a long breath and told him to go ahead. He laughed and said:

"Not you personally. What I am going to say implies criticism of commercial teachers in high schools all over the country. In my day-by-day dealings with business men near and far, they talk to me about this matter in a way that they wouldn't talk to you or to any other teacher."

M. Emily Greenaway, of Senior High School, Portchester, N. Y., first-prize winner in the B.E.W. essay contest, was a secretary before she began to teach. She is especially interested in student guidance and placement. She holds two degrees from New York State College, Albany. Short-story writing is her hobby.



Then he listed for me all the criticisms that various business men have made of high school commercial graduates as employees. Summarized, they form this Bill of Indictment:

Students from high schools are like the proverbial spoiled child. They have been so babied and pampered by their teachers that they have no initiative and no sense of responsibility.

They have been so guided and directed at every step that they must be told what to do every minute from the time they come into the office in the morning until they leave at night. As soon as one task is finished, someone must be on hand to tell them what to do next.

Not only must they be told what to do, they need to be given specific directions as to just how to do it. Most of them are well trained in how to follow directions, but this training has been gained at the expense of their ability to work out a job by themselves.

They have been so consistently checked on that they fail to assume the responsibility for producing a perfect job without supervision. The business man objects to being forced to play the role of checker-of-letters or proof-reader-of-typed-material.

They are so accustomed to service that they have developed no sense of personal responsibility for the regular office housekeeping. They never think of emptying the pencil sharpener voluntarily, for instance, and they are likely to leave papers and carbon lying around for someone else to put away.

Their endurance is short. The time in school is broken into short periods. The

work of each period is divided into a variety of activities so that the students will not be fatigued beyond the point of efficient learning. There is developed no endurance for the long-sustained taking of dictation and transcribing required by the office.

He related two illustrative incidents:

One girl who had been in the office about a month wanted her boss to send for the repair man to have her typewriter ribbon changed.

Another girl was found counting the words in a letter to decide where to place it according to her high school chart. When that executive snapped at her to hurry up, her eyes filled with tears, and he vowed to himself that he would never again hire an inexperienced girl.

Let's Examine the Evidence

Well, I postponed trying to answer this indictment. I returned to my classroom with my eyes wide open. I took the opportunity to observe a few other teachers at work. I found much damning evidence against us commercial teachers. One or two illustrations will suffice to give an inkling as to what is wrong:

Hand raised. Teacher goes to typist. Typist: "My ribbon isn't winding back." Teacher flips the little button that releases the ribbon, and goes on to the next inquiring student.

Teacher finishes dictating a letter for transcription. General inquiry: "How many words was that?" Teacher: "About 100. And your margins will be 15 and 65, remember."

Teacher: "Type that material for publication." Pupil: "Single space or double space?" Teacher: "Double."

Carbon paper is left lying on the typewriter desks after the class has passed from the room. File drawers are left open.

Here, then, is the problem for us commercial teachers. Our finished product isn't quite finished. We haven't applied the final polish. And the business man is refusing to accept our goods "as is." If we are to create a demand for our output, we must improve its quality. How can we improve it? I don't know the answer yet—but I do think

it is an excellent problem for all of us to work on and try to figure out.

Since I, myself, have become aware of the need, I have made a few changes in my own secretarial practice classes for a start.

First, I have tried to make the secretarial practice room look more like an office than a classroom. I have rearranged the type-writing desks so that they are no longer in standardized rows, but are in a diamond-shaped pattern such as I observed in a large insurance office in New York City.

I have taken down the entertaining posters from the bulletin and have posted there instead a severe typed statement of "Rules for Employees," the purpose of which is to make each student responsible for his share of the office housekeeping.

I have assigned the students to other teachers as secretaries, and made it the pupil's responsibility to report to the teacher each morning to get any job she may have to be done. The job must be brought to the "office" and done there under my supervision, but in so far as possible, the task of setting up and doing the job is left to the secretary's ingenuity.

I make it a practice frequently to call some student to my desk and dictate a letter to him extemporaneously, with no attempt to regulate my speed to an even 80 or 100 words a minute.

I am insisting that all work be proof-read; long jobs to be proof-read aloud with another "employee" in the back of the "office." I try to keep my own attitude that of the head stenographer rather than that of the teacher.

All this may help. I hope it will. But it is far from the real solution. It is only the beginning. This whole problem, it seems to me, offers a rich field for further discussion by other commercial teachers so that we may all benefit by the experience and thought of one another.

Second-Prize Essay Next Month

*The essay contest in which Miss Greenaway placed first is an annual B.E.W. feature. The winners were announced in our January issue, page 324. The second-prize essay, written by Edward I. Crawford, will be published next month.



William C. Cope Guest of Honor

• MR. WILLIAM C. COPE was the guest of honor at a dinner at the Robert Treat Hotel, Newark, New Jersey, on January 2, commemorating the twenty-fifth anni-

versary of his association with the Drake Colleges of New Jersey, of which he is the president. Mr. F. C. Walter, manager of Drake College, Newark, was toastmaster.

Mr. Cope is a leader in private business school education in the East. He was born in Ohio and was graduated from the Spencian College, at Cleveland. In 1912 he became affiliated with the Drake schools, and was elevated to the presidency in June, 1926.

There are six Drake colleges in New Jersey, located in Newark, Elizabeth, East Orange, Jersey City, New Brunswick, and Perth Amboy. The Valley Forge Secretarial School of Norristown, Pennsylvania, is also a member of this group.

For many years Mr. Cope has rendered distinguished public service to the state of New Jersey, his most signal contribution being his work as a member of the State Board of Conservation and Development. In 1934 he was drafted by President Roosevelt to serve as chairman of the National Recovery Administration board for New Jersey.

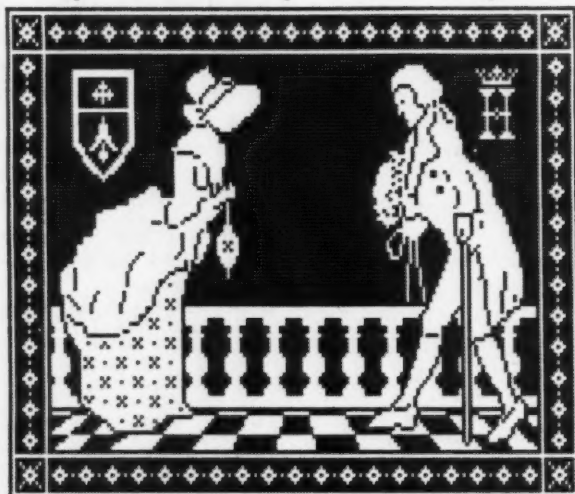
He is a past president of the Newark Rotary Club and past governor of the thirty-sixth district of Rotary International. He is a director of several important business firms.

Mr. Cope for many years has conducted a vigorous campaign against crime in his state and his eloquent speeches on this subject have evoked many commendatory editorials from the press.

In the training of the students attending his schools he insists that his teachers place the development of personality above all other objectives. His many friends are congratulating him upon his success as educator, citizen, and business man.

ARTISTIC TYPEWRITING

V A L E N T I N E



G R E E T I N G S

Design by Bettina Richardson

Margaret McGinn, Bay Path Institute, Springfield, Massachusetts

CHEERING letters like the ones quoted below have been coming in so often lately that the Artistic Typewriting department, beginning with this issue of the B. E. W., is being expanded to two pages. We hope to give you more artistic typewriting designs, concrete suggestions for making other designs in your own classes, and messages from teachers who are enthusiastic about this interesting phase of typewriting.

Here is an encouraging letter from Miss Beatrice Brickman, of Longfellow Junior High School, Yonkers, New York:

Your article on artistic typewriting in the September issue of the BUSINESS EDUCATION WORLD certainly was inspiring—not only to me but to

the ninth-grade pupils of my classes. I have never done very much with artistic typewriting, but the "School Days" design made us all so enthusiastic that we have decided to form a Typing Club as an extra-curricular activity in order to do artistic typewriting.

If you have any simple designs available, I should greatly appreciate your sending them to me. I should also welcome suggestions in regard to books on the subject and hints on effective teaching of artistic typewriting.

And, hard on the heels of that letter, came this one from Durwood C. Moore, Typewriting Instructor of the Marshall (Michigan) High School.

Your page of artistic typewriting in the B. E. W. is the first page I turn to upon receiving my magazine. I have become interested enough

in artistic typewriting to try it. So far, my efforts have been limited to very simple designs or to copying the design in the November, 1935, issue. However, I found that the pattern was so small that it was impossible for me to 'read' the spaces accurately. Therefore, I first transferred the design to graph paper, counting the spacing very carefully. Then I divided the design into parts, each of which would go on a page $8\frac{1}{2}$ " by 11." Finally, I arranged the parts, cutting the pages down where necessary, on a background of gray drawing paper. The results were quite satisfactory.

I should appreciate it very much if you would answer the following questions for me:

1. Do your students create their own designs or do they follow patterns?
2. Do they make the designs on a machine with a standard carriage or do they use a machine with a long carriage?
3. Are patterns, other than embroidery patterns, available for this kind of work?

Some of these problems may be yours, too, so here are the answers:

1. Our students sometimes work out designs first on graph paper but generally follow patterns.
2. We make designs on all makes of machines. The copies for the B. E. W. are made on a 240-scale machine, as the original copy is made on a sheet of drawing paper 20" by 26."
3. I do not know of patterns other than cross-stitch.

All our design work is done half-space by using the variable line spacer. The most satisfactory letters seem to be *m* or *w*, for they make the picture more compact.

Work on crinoline and satin is just as satisfactory as on a good quality drawing paper. If you use satin, stitch it on a sheet of drawing paper to keep it firm and roll in machine just as you would typewriting paper. Work on crinoline looks well with colored paper for a backing. If a real silhouette is desired, plain black paper should be used for backing.

Copies taken from crochet patterns work up very nicely and look best worked from the side rather than straight down. Count the spaces as you would count the meshes in crochet. If your pattern says thirty-five meshes, type thirty-five spaces. The copy can be worked by filling in the white spaces and spacing out the dark. Of course, you will have to use your judgment as to the character used, as it depends on the design you select. Some pictures look best with a very dark

background; in this case you would use a letter *m*.

Designs suitable for artistic typewriting may be adapted from those found in the following books:

Crochet Book No. 2 (Designed by Ann Orr), J. & P. Coats, Inc., Pawtucket, Rhode Island, price 25 cents.

Clark's Designs for Cross Stitch and Crochet, Book No. 15, The Clark Thread Co., Newark, New Jersey, price 25 cents.

You may also get helpful information from *American Weekly Pattern Department*, 635 Sixth Avenue, New York City.

For further directions, refer to the *BUSINESS EDUCATION WORLD* for March, 1935, page 549, and for June, 1935, page 771.

A Personal Greeting Card



You're just the right
TYPE
and I want you to have a
Merry Christmas
and a
Happy New Year

To Miss Helen L. Walter, of Eastern High School, Lansing, Michigan, our thanks for her Christmas greeting card, shown here. It is mimeographed on red stock, 12 inches wide and $4\frac{3}{4}$ inches high, with the design at the left and the message at the right. It is creased $5\frac{1}{2}$ inches from the left edge and 1 inch from the right edge; then it is folded over and the 1-inch flap fastened with a Christmas seal. No envelope is necessary, of course; it's what advertising people call a self-mailer.

SHORTHAND METHODS AND MATERIALS

William R. Odell, Ph.D.

6. SHORTHAND WRITING PROCEDURES

JUST as the case of shorthand reading procedures, a large number of contrasting and conflicting procedures for shorthand writing are advocated by the various authors of the different shorthand teaching methods. It is the purpose of this and the following article to indicate some of the more important procedures for shorthand writing.

As in the case with shorthand reading procedures, the important thing to be noted about shorthand writing procedures is not the procedures themselves but the purposes which they are designed to serve. Here again the procedure is simply the vehicle for the purpose and must vary with the purpose emphasized.

Perhaps the first contrast in writing procedures that emerges from a study of the descriptions of the various methods is that of the ratio of the initial writing activities. Here again we find that a wide variation exists between the different procedures advocated by the various authors.

Initial Writing Activities

Brewington and Soutter specify the fastest writing rates of any of the authors. Students use a stylus or wooden meat skewer and trace articles of plate shorthand at the rate of not less than 125 words a minute from the beginning. These articles are never less than 50 words in length. After tracing the article two or three times, the students write it in their notebooks as the teacher dictates at not less than 125 words a minute.¹

The Munkhoff method advocates the next most rapid initial writing rate. Students are to write sentences and very short paragraphs from dictation at the rate of 80 words a minute. After some practice at this rate, the students write the sentence or paragraph from memory as rapidly as possible for one

minute. This sometimes results in their writing at the rate of 125 words per minute on the very first day². In her thesis, however, Miss Munkhoff modifies this recommendation by saying, "The beginning speed of 78 (substituted for 80 because of more simple timing division on the stop-watch) as advocated in the Manual is too great. Only the better pupils can write at that rate. . . . Sixty words a minute is much more within the clear-writing power of the average student."³

By the Odell-Rowe-Stuart method the student first traces with a dry pen short plate-shorthand paragraphs averaging forty words in length as the teacher dictates them at the rate of approximately sixty words a minute. The teacher then dictates the same paragraph at the same rate while the students actually write over the outlines on their lesson sheets with a flowing pen. The students then write the same material independently several times while it is dictated at the same rate.⁴

By the Barnhart method students begin to write short paragraphs of between 20 to 30 words from dictation at a minimum rate of 40 words a minute.⁵

In none of the other methods do the authors commit themselves to a definite writing in the way that is done by the authors mentioned above. This is due, at least in part, to the fact that the other methods in general concentrate initial writing activities more upon smaller units of material.

For example, in the Beers-Scott method

² K. Munkhoff, "Direct Writing Method," pp. 4 and 6.

³ K. Munkhoff, "A Comparison of the Direct-Writing Method With the Old Manual Method in the Teaching of Shorthand I," 1929, p. 44.

⁴ Odell-Rowe-Stuart, "Direct Practice Units for Beginning Gregg Shorthand," Teachers Manual and Key, p. 39.

⁵ F. S. Barnhart, Tri-State Commercial Education Association Bulletin, 1933, p. 18.

¹ Ann Brewington, "Teachers Manual for Direct Method Materials," Part III, Teaching Techniques.

the students are expected "to develop a smooth flowing style of writing and to develop the ability to write for thought rather than just writing words." On the other hand, in this method, although the unit of writing is a sentence, students do practice writing isolated shorthand outlines and even practice the writing of isolated combinations of strokes such as "k-r" and "gay-r". This latter type of writing activity presumably must be done in its initial stage at a slower rate than advocated in the methods already described. This is borne out by the fact, too, that one of the objectives of the writing activities of this method is said by its authors to be "to develop the ability to write *new* material from dictation," and that some of the words written are new to the student and illustrate the shorthand principle that the student is supposed to be learning.⁶

Variation in Writing Rates

That is not to say that all the writing under the Beers-Scott method is done at a slower rate than in the methods described previously, for that is not the case. The point is that some of the initial writing activities, being on a lower writing level, necessarily are slower in the beginning.

Since the Skene-Walsh-Lomax, the Zinman-Strelsin-Weitz, the Manual, and the Frick methods all emphasize to a greater or lesser degree writing practice of isolated outlines and in certain cases even of isolated strokes, some of the initial writing activities, like those in the Beers-Scott method, presumably require slower writing rates than in the Brewington-Soutter, the Munkhoff, the Odell-Rowe-Stuart, and the Barnhart methods. (In a recent communication, Mr. Zinman states that each sentence is to be "dictated at least three times, each time at a higher rate of speed," and that the initial dictation should be at about 60 words a minute.)

The initial writing procedures of the McCredie method are not described in print in sufficient detail to warrant a statement about them at this point.

⁶ The foregoing is taken from a description of the plan of teaching supplied by the authors.

Although no initial writing rate is stated for the Functional method, since so large a part of this work consists of making only a single copy from plate shorthand at home, the initial writing rate of many students presumably will be relatively slower than in the Brewington-Soutter, the Munkhoff, the Odell-Rowe-Stuart, and the Barnhart methods.⁷

Only one method indicates the writing rate that should be used by the teacher when he writes shorthand on the blackboard. In the Odell-Rowe-Stuart method, the teacher is instructed to write "at approximately 40 or 50 words a minute."⁸

In the Brewington-Soutter method, the rate at which the teacher is to write "should be not less than 80 words a minute."⁹ In the Munkhoff method, the teacher "writes the sentence on the board rapidly. . . ."¹⁰ And in the Functional method the teacher writes "passing smoothly from one outline to the next so the students may get the rhythm of the writing motion."¹¹

Differing Points of View

There are several important reasons for the variations between the initial writing rates in the various methods. These reasons will become clearer as this subject is analyzed further in this article and the next in the series. What is important at this point is that there are two points of view, diametrically opposed with respect to the purpose of the initial writing activities. This difference in purpose is responsible for the wide variation in writing procedures used.

One group considers it essential to engage in rapid shorthand writing from the beginning, even though poorer shorthand writing may result temporarily. Brewington-Soutter describe as follows their reason for insisting upon very rapid initial shorthand writing:

In the beginning, such shorthand outlines as students record are large and very irregular. As the writing adaptation is acquired, the shorthand outlines

⁷ L. A. Leslie, "Gregg Shorthand, Functional Method," Vol. I, p. VIII.

⁸ *Op. cit.*, p. 37.

⁹ *Op. cit.*

¹⁰ *Op. cit.*, p. 3.

¹¹ L. A. Leslie, "The Teaching of Gregg Shorthand by the Functional Method," p. 17.

become normal in size and regular in form. In acquiring the writing adaptation, continuous rapid writing should not be sacrificed to size and form of outline. Accordingly, students are required to record some shorthand symbol or a dot or a dash for each word dictated, so as to insure a continuous writing response.¹²

Munkhoff expresses this same idea in the following words:

The first writing of the pupils is not a delight to the eye of an instructor skilled in shorthand penmanship. Examination, however, shows it to be writing instead of the stiff drawing of outlines so evident in the attempts of those who learn to write one character at a time.

The old theory called for endless practice to accomplish a getaway stroke so that the movement might be continuous without a halt after each outline.¹³

Another group considers it essential to write only as rapidly as can be done while producing well-written shorthand outlines. This group emphasizes quality of shorthand penmanship rather than fluency of writing. This idea is well expressed in the following excerpt:

In your practice, write as rapidly as you can while keeping the hand under complete control; aim at accuracy rather than speed, but do not *draw* the characters. You must understand at the outset that shorthand must be *written*; but you must also impress upon your mind that whatever you write you must read, hence the necessity for good penmanship. As skill in executing the movements is obtained, the speed may be increased until the forms can be written accurately at a high rate of speed.¹⁴

When Writing Activities Begin

The second contrast between the writing procedures of the various shorthand methods is that of the time at which initial writing activities are started. There are two fairly distinct points of view as to when shorthand writing should begin.

The first of these is that held by Munkhoff. The Munkhoff method is titled "The Direct-Writing Method," and students write outlines before they learn to read them. Miss Munkhoff's theory is simply that writing is the "natural" way to begin the study of shorthand and that immediate writing

activities serve as a strong motivation for beginning students. Munkhoff also believes that shorthand reading should be from the student's own notes, since that is the material that he must read finally. No other method advocates the writing of outlines before the students have learned to read them.

The Manual method and most of the other methods fundamentally based upon it differ only slightly from the Munkhoff method in this respect. That is, only a little time is spent in them upon reading outlines before the writing of the outlines is undertaken.

The "Storehouse" Plan

The second point of view about when to begin writing activities is that held by those who believe that a "storehouse" of mental images of outlines should be developed before any writing activities are engaged in. The Functional and the Odell-Rowe-Stuart methods discuss this point most completely, although the authors of these two methods do not agree as to the number of outlines that should be automatized through reading before initial writing is engaged in.

The Functional method is based upon the belief that it is desirable to have a large storehouse of outlines before any writing is undertaken. The Odell-Rowe-Stuart method is based upon the belief that only a small stock of automatized outlines is necessary before beginning writing activities.

An important point of difference in the theories underlying these two methods explains this variation. In the Functional method, initial writing activities include the writing of both automatized and only partly automatized outlines, whereas in the Odell-Rowe-Stuart method only automatized outlines are written in the initial stages. In the Functional method, therefore, the prolonged reading approach is advisable and even necessary, whereas in the Odell-Rowe-Stuart method it is neither. This is brought out clearly in the description of the two methods by the authors.

According to Mr. Leslie, "... all during the reading approach period the pupil's mind is being stocked with clear mental images of the alphabetic characters and the joinings

¹² *Op. cit.*, p. XIII, paragraph 7.

¹³ K. Munkhoff, "A Comparison of the Direct-Writing Method With the Old Manual Method in the Teaching of Shorthand I," p. 16.

¹⁴ "Gregg Shorthand, Anniversary Edition," p. XII.

...¹⁵ and further, "Their minds have become stocked with clear images of a foundation vocabulary of *characteristic joinings* and common word forms."¹⁶

Outlines Learned as Wholes

On the other hand, the postponement of writing activities as advocated in the Odell-Rowe-Stuart method serves an entirely different purpose. All shorthand outlines are presented to the student as wholes. His entire learning of each outline for reading consists of perfecting an association between its general configuration and the word or phrase for which it stands. Therefore, as soon as the automatized reading responses for outlines are perfected, the learner can begin to write the outlines. The authors of this method make the following statement on this point:

Experimentation clearly shows that the student will more easily learn to write any given shorthand outline if he already has automatized it for reading purposes. In other words, the ability to read any shorthand outline ordinarily will facilitate learning to write it. After an outline has been automatized in reading, however, nothing remains that will facilitate writing it, except actual writing practice. Furthermore, no outline can be considered definitely learned until a student can both write and read it. The authors believe that a shorthand student should begin learning to write each outline as soon as he has automatized reading it.¹⁷

This difference, when stated in quantitative terms, makes the matter even clearer. When the students begin to write in accordance with the Odell-Rowe-Stuart method they have a stock of only 125 highly automatized shorthand outlines. When students follow the Functional method, however, they have a stock of approximately 2,500 outlines automatized in widely varying degrees. The 125 outlines are to be automatized within one week. The 2,500 outlines are studied for about five weeks. Obviously, a real difference must exist in the degree to which the vocabularies can be automatized by the two methods in the time allowed. The rea-

son for the difference, however, clearly is due to the fact that students using the two methods are supposed to emerge with entirely different kinds of learning as the result of their preparatory reading-approach period. In other words, Functional method learners are developing pictures of correct alphabetic characters and joining as well as of common word forms, whereas Odell-Rowe-Stuart method learners are concerned only with developing pictures of a limited number of whole shorthand outlines.

A Difference in Vocabularies

The decision to postpone writing activities for one week in the Odell-Rowe-Stuart method is based upon a distinction which they make between reading and writing vocabularies for early shorthand learning. This feature is not to be found in any of the other methods. They describe their idea as follows:

The authors have discovered, however, one other fact about the difference between learning to read shorthand and learning to write it. Psychological studies in the related field of reading and writing languages have shown that dissimilarity of words facilitates the process of learning to read, whereas similarity of words facilitates learning to write. That is, if words are distinctive or dissimilar, it is easier to distinguish between them in reading than if they are alike; hence they are easier to learn. On the other hand, it is easier to learn to write similar words at the same time than words that are unlike.

The application of this to shorthand is obvious: a reading vocabulary will be more easily mastered if the shorthand outlines are dissimilar, and a writing vocabulary will be easier to learn if the outlines are as alike as possible. Thus, different reading and writing lessons are best for shorthand learners.

For that reason, "Direct Practice Units" contains entirely different reading and writing exercises. To be sure, all outlines in any reading or writing lesson cannot be either similar or dissimilar. What was done, however, was to make the outlines in any given reading lesson as unlike as possible, and those in each writing lesson as alike as possible until the possibilities

¹⁵ Louis A. Leslie, "Teachers Handbook to the Gregg Shorthand Manual for the Functional Method,"

p. 9. The italics are mine.

¹⁶ *Ibid.*, p. 10. The italics are mine.

¹⁷ *Op. cit.*, p. 23.

of this distinction were exhausted. This factor of similarity and dissimilarity fades out as the size of the student's vocabulary increases. Also, his need for this distinction disappears as his shorthand reading and writing skills increase.

The problem of providing different reading and writing vocabularies, with the former built upon outlines as dissimilar as possible and the latter based upon outlines as similar as possible, is a nice one. It means that every word that is to be included in the writing vocabulary *must be automatized first*; while, at the same time, writing activities must be started quite early in the shorthand course. Yet this is precisely what the authors are sure must be done.

Their plan for doing it is rather easily explained. They decided to prepare both their reading and their writing lessons in blocks of five; but the writing-lesson vocabularies are always at least five lessons behind the reading-lesson vocabularies. By having reading lessons precede the writing lessons in this way, it is possible, although the same complete vocabulary in the five reading and writing lessons is used, to manipulate the vocabulary in *each* reading lesson so that the dissimilar words in the block are included, and then to redistribute the vocabulary so that the similar words come together in each writing lesson. Blocks of five lessons were chosen for the purpose because a vocabulary from five lessons (approximately 125 words) afforded sufficient opportunities for the plan, and also because blocks of five lessons probably are best suited to most school situations.¹⁸

The next article in this series concludes the discussion of shorthand writing procedures.

¹⁸ *Ibid.*, pp. 24f.

The publication of Chapter XX of "The Story of Shorthand," by Dr. John Robert Gregg, which was scheduled for this issue, has been temporarily delayed. December and January are two very busy months for our authors and particularly so when, as is the case with Dr. Gregg, this period involves many administrative details connected with the closing of a fiscal year and the beginning of a new year.

Three Important Meetings at New Orleans This Month

• THE NATIONAL COUNCIL of Business Education will hold its tenth annual joint meeting with the National Association of Commercial Teacher Training Institutions, with the cooperation of the Department of Business Education of the National Education Association, February 20, at the Roosevelt Hotel, New Orleans.

Miss Ruby V. Perry, principal of the Allen High School of Commerce, New Orleans, is general chairman of the local committee on arrangements. Miss Ray Abrams, principal of the Joseph A. Maybin School for Graduates, New Orleans, is chairman of the dinner committee, and Miss May Allen, president of Delta Kappa Gamma, is chairman of the luncheon committee.

Miss Ray Abrams will preside at the morning meeting. F. G. Nichols, E. J. Rowse, and H. G. Shields will speak on "Implications of the Federal Vocational Education Act for Commercial Education."

Professor Nichols, president of the National Association of Commercial Teacher Training Institutions, will preside at a luncheon meeting. The guest speakers will be Dr. William S. Taylor, dean of the School of Education, University of Kentucky; and Dr. Fred C. Smith, dean of the University of Tennessee and of the Graduate School.

Following the luncheon, the N.E.A. Department of Business Education will hold an afternoon meeting. Addresses on the training of teachers in service will be delivered by Miss Adele Kelly, H. Charles Korn, Shepherd Young, Clay D. Slinker, and Paul A. Carlson. The meeting will be in charge of the department's president, E. A. Zelliot, of the University of Denver.

The convention will close with an evening dinner meeting of the National Council of Business Education. The president of the Council, Dr. Paul S. Lomax, of New York University, will preside. The theme of the evening will be "Business Vocational Education for Distributive Occupations." This subject will be discussed by Dr. J. C. Wright, Alexander S. Massell, Miss Helen Reynolds, and Professor F. G. Nichols.

A TEACHER'S VIEW OF SKILL DEVELOPMENT

Margaret Peters

By looking for trouble before it comes, Miss Peters makes typing easier to teach and easier to learn. This is the fifth article in a series by successful classroom teachers of elementary typing

THERE is nothing more beneficial to the teacher of skill subjects, I believe, than the study of the various steps in the learning process of skill development. Books, articles, and dissertations have been devoted to the study of skill from the learner's angle. Such studies have helped teachers to use ingenuity in choosing drills and repetitions for both the beginning and advanced classes in typewriting. This article attempts to carry the studies just a little further and to try to make the most of them by considering their application entirely from the teacher's point of view.

To put his knowledge of skill development to practical use, I believe the teacher of beginners needs prevision. This faculty will enable him to fit the various steps of the learning process efficiently into the whole. An example will clarify this statement.

Prevision Saves Time

When a new class in beginning typewriting comes into the room, I know from previous experience that a great many of the students will have difficulty in learning how to return the carriage correctly. I realize, too, that capitalization and special characters will always give them a little trouble. The letters *r* and *t* are written interchangeably even by students who are above average in every other detail of the typewriting learning process.

I have saved myself much discouragement and energy by using the faculty of prevision. I take more time in introducing these difficult steps. Not only do I repeat the demonstrations, but I word my explanations with unusual care.

Perhaps you, too, have noticed what a big difference the wording of explanations makes in the responses. I get better results the first time the keys are struck if I say,

"We can't write anything on the typewriter that makes sense until we know how to capitalize words; hence, let's learn how to capitalize letters correctly from the first attempt," instead of "To capitalize, hold the shift key down," etc.

The repetition aspect, in my opinion, is one of the steps in the efficient development of skill that remains for the most part pure guesswork. I am not at all convinced that typing a word until a line is filled is advisable. It is obvious, however, that there certainly is a limit to beneficial repetition.

We need a certain amount of repetition. There is more interest and enthusiasm in beginning classes if they repeat often enough to acquire ease in operating the machine. The writing of familiar words and phrases and sentences allows the teacher to help the student to facilitate the whole writing process. Hence, I have the students write certain easy and familiar words and sentences for perhaps four or five consecutive class meetings. With a slow class, I let them write such material for six or seven meetings.

How long should the drill period last? Certainly not the entire hour. I have obtained the best results within a period of 20 or 25 minutes. After that length of time, concentration decreases, fatigue sets in, and interest lags. I can work my students up to a fine concentration point in 10 or 11 minutes and hold them there on difficult material for about 10 minutes longer. When timed tests are to be given, I like to have students take warm-up exercises, followed by alphabetic sentence writing for a very short time.

To get maximum net results, the teacher must be aware of daily progress and must realize the difficulties of his beginning students. If the student is to be taught that his daily drills are valuable and important,

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the teacher will have to do very frequent, if not daily, grading. This frequent grading brings "rewrites" for the poorer students and carries great influence on the next day's drills. It has not always been possible for me to do daily grading, but I have noticed when I have used this practice that the progress and effort shown by the students are very satisfactory. I believe that daily drills must follow the learner's progress, and not be confined to a predetermined series.

Included in my day-to-day plans are drills, repetitions, and assignments based on the work done the previous day. For instance, if my students are not spacing correctly before and after special characters, I include in the week's budget paragraphs in which there is much spacing practice.

There is a tendency on the part of new teachers to take too seriously statements made by salesmen of texts and by over-optimistic teachers to the effect that the keyboard can be covered in eight or nine lessons or whatever time limit seems enticing. There is no basis upon which we can draw such conclusions—I wish there were. There are also many ways to cover the keyboard. Some ways leave the students unskillful with the keys and other ways drain out of a class every ounce of alertness and concentration. I believe the important thing is to decide upon reasonable aims for each semester and, with these in mind, "go after" the daily lessons, not forgetting that we are training for skill, strengthening the weak steps as well as taking new ones.

The opportunities for me, as a teacher, in a testing program for beginners in typewriting are numerous. Such a testing program includes tests at regular intervals of about three weeks. The first test, of course, takes in the machine parts with emphasis upon how they can be used by the students either in writing or in taking care of the machine. Technique questions are included.

From results of all the tests during the semester, I become acquainted with the stu-

dents' knowledge of the course, but more important are the cues I can get for my explanations and demonstrations for future beginning students. The study of tests is one of the best means of obtaining material upon which to use the faculty of prevision. Perhaps some of you have your explanations and demonstrations and repetitions for beginners "down pat." If so, how about passing on the information?

What Are Your Procedures?

For example: Do you get better results by saying: "Throw the carriage harder," or by saying "Throw the carriage more quickly"? Does a beginning class give the same response to an explanation as an advanced class?

Do you tell the students why you chose a particular drill, or do you simply tell them to write it? (I get good results by telling them why.)

Do you have a particularly effective way of explaining a step or drill?

If your procedures aren't secrets, I should like to have them described in the B.E.W.

In this rather informal discussion, I have tried to turn attention to the teacher. I am glad to have an opportunity to do so, for I believe there is great need for much research to enable us to understand the teacher, comparable to those studies now made available for understanding learners.

It is time for studies that will analyze surroundings and their influence on teachers; studies that will attempt to evaluate the teacher's reactions and responses.

It occurs to me that I have confined this article to a first-person discussion, but that is the impression I wish to give—these are entirely my hints and suggestions.

William R. Foster Comments

• DON'T YOU LIKE to get a fresh slant on your subject? Here's one that has appealed to me because of its treatment of typing entirely from the teacher angle, but more especially because of what the author calls *prevision*.

It's true that Dvorak's "Typewriting Behavior"—a book that is going to be a source of much teacher-training work and

a "must" book for any progressive teacher on the job—is written wholly from the learner's point of view. Still, I am glad that there is room here for a few words for and from the teacher's viewpoint, which, after all, is somewhat like looking at the same picture in a different perspective.

I like Miss Peters' "prevision secret" idea. The use of just the right words in explanations to our pupils is well illustrated in her choice of the familiar term, "how to capitalize," rather than "shifting," which is as yet unfamiliar to her pupils.

But her secret goes beyond the use of the well-known term as contrasted with the unknown or little known; she has a happy way of "setting the stage," using the proper lighting effects to get her audience in an enthusiastic mood for effectively putting her point over the footlights. Miss Peters evidently is a "trouper" who has learned what goes over big with her audiences, as well as what is a "flop."

After all, aren't we out to get our ideas across, not just to mouth words, even words of definite meaning? Theatrical producers try their new productions out on key cities before opening on Broadway. We, too, should be as wise as they. How about observing the reactions of our audiences to our choice of words?

Since reading Miss Peters' paper for the first time several weeks ago, I have tried out her idea on a few points I wanted to be sure to get across. I found her idea to have as much merit as she claimed. *The words you use do make a difference in "putting it over."* We who have become saturated with our technical vocabulary, after many years of use, should particularly beware. Let's check up on what we plan to say tomorrow.

Suppose we take Miss Peters' second illustration. What about your own teaching experience with throwing the carriage? Do you find any difference in your results from saying "harder" rather than "more quickly"?

Let me give you a personal experience along this line.

Several years ago I was commissioned by a publishing house to criticize a typing text, one not now much in evidence. I had quite a time convincing the author that it was

more effective from the teacher's viewpoint to tell the pupils to "Throw the carriage" rather than to say, "Shift the carriage." "Shift" is not only incomprehensible, but it has another meaning to pupils familiar with the term "shifting" as applied to the process of capitalization. And no doubt you have heard that colorless command, "Return the carriage." Return it how? Return it where?

Miss Peters has extended a sincere invitation to all of us who have had some experience with prevision in teaching typing. If, as she puts it, these experiences of yours aren't secrets, we certainly should all like to hear your story. Your own story telling of even a small but successful experience, together with those from many other teachers, will make a real contribution to our sum total of knowledge of the teaching of type-writing.

Jot down your contribution now—probably a hundred or two words will do the trick—and send it along to me while you are thinking of it. I promise you that, if it is of value, it will not be a secret for long, as far as the B. E. W. readers are concerned. You will get the proper credit, *and a check!* Send your story to me, in care of the B. E. W., 270 Madison Avenue, New York City.

Association News

• THE COMMERCIAL TEACHERS of the State of Pennsylvania will hold a special meeting of their section of the State Education Association, in Harrisburg, February 20, in order to effect a reorganization of the section. The call was issued by Francis J. Hathy, of the Boys' High School, Lancaster, Pennsylvania, and the president of the section.

• AT A MEETING of the commercial teachers of northeastern North Carolina, held in Greenville on November 31, a resolution was adopted urging the State Board of Education to appoint a state director of business education.

This is a most commendable action, and we sincerely hope that other commercial education associations in states not having a state director of commercial education will do likewise.

A Hymn of Everyday Life

Selected by Edward Robert Gschwind

The poem reprinted below was an inspiration for Abraham Lincoln. It could be a hymn for everyday life. Many persons, from Lincoln's time to ours, have felt a decided lift in spirit from reading it.

YOUR MISSION

ELLEN M. H. GATES

*If you cannot on the ocean
Sail among the swiftest fleet,
Rocking on the highest billows,
Laughing at the storms you meet,
You can stand among the sailors,
Anchored yet within the bay;
You can lend a hand to help them
As they launch their boats away.*

*If you are too weak to journey
Up the mountain, steep and high,
You can stand within the valley
While the multitudes go by;
You can chant in happy measure
As they slowly pass along—
Though they may forget the singer,
They will not forget the song.*

*If you cannot in the harvest
Garner up the richest sheaves,
Many a grain, both ripe and golden,
Oft the careless reaper leaves;
Go and glean among the briers
Growing rank against the wall—
For it may be that their shadow
Hides the heaviest wheat of all.*

*Do not, then, stand idly waiting
For some greater work to do;
Fortune is a lazy goddess—
She will never come to you.
Go and toil in any vineyard;
Do not fear to do or dare—
If you want a field of labor
You can find it anywhere.*

Published by G. P. Putnam's Sons, New York, in the volume, "Treasures of Kurium."

COTTON—THE LEADING TEXTILE CROP

William T. Chambers, Ph.D.

• *Dr. Chambers presents both content and method for effective use in the economic geography classroom during the study of cotton as a world commodity. The tables shown cover a sufficient period of time to indicate the trends of cotton production and of cotton manufacture. The problems stated and analyzed present effective methods of procedure not only for the study of cotton but for the investigation of other commodities and other topics in economic geography. This is the sixth article of a series.*—DOUGLAS C. RIDGLEY, *Series Editor.*

PUPILS readily become interested in the study of cotton because products made from it are so important to people everywhere. The study of cotton may be motivated by preparing a list of common articles that are fabricated partly or entirely of cotton. Pupils in a Cotton Belt school might solve some problems revealing the extent to which the cotton industry constitutes the basis of economic life in the home locality.

Such a problem might be stated thus: If there should be no cotton to harvest this year in the section about our town, how would the prosperity of our farmers be affected? Of our merchants? Bankers? Craftsmen? Professional workers? Manufacturers? Laborers? Government officials?

The value of the cottonseed crop should be carefully demonstrated. In early days the seeds were sometimes used as fertilizer, but many farmers did not haul the seeds back to their fields. Instead, they dumped great piles of them to be burned or left to decay.

Today most farmers sell the seeds at the gin or exchange them for cottonseed meal and hulls, which are good livestock feeds. Other farmers keep their cottonseed to use in feeding cattle and as fertilizer. There are cotton-oil mills in many of the cities in cotton-growing sections. They process the seeds to obtain linters, hulls, oil, cottonseed cake, and meal. Large quantities of the meal and hulls are marketed locally, but the oil and

linters are sold to other factories as raw materials.

The cotton industry has a fascinating history. India was probably the first country to grow the staple. From there, small quantities of cotton goods were exported to southwestern Asia and Europe during ancient and medieval times. European explorers found cotton in America, where the civilized Indian peoples of Mexico and Peru made cloth from the fiber. Brazil became an important cotton-producing country after its settlement by the Portuguese. Cotton growing was introduced into Carolina and Georgia when they were English colonies. The first spinning and weaving machinery invented in England was used in processing cotton.

Cotton, Wealth and War

Cotton materials long remained so costly that only wealthy persons could purchase them. The difficult work of picking the seeds from the lint made raw cotton a high-priced commodity until the gin was invented in 1793. This machine greatly reduced the cost of production and enabled the industry to expand until cotton became the leading textile fiber of the world.

Cotton planters in the Southern States became very prosperous and influential. The mighty hold of "King Cotton" upon the South caused the Civil War, but, unlike the slavery system, the cotton crop survived that bitter struggle and remains the chief center of economic interest among southern people.

During recent decades, cotton farming has expanded westward from the humid lands of the Old South far into the prairies of western Texas and Oklahoma. Farmers there use machine methods and grow the crop on a large scale. Some of the fields are a mile square. Two-row machines drawn by four horses or a tractor are used to cultivate the crop, and cotton-picking machinery is used to some extent.

The principal cotton-producing countries are shown in Table I. The United States

TABLE I
COTTON PRODUCTION OF THE WORLD AND OF SELECTED COUNTRIES
(Thousands of Bales Produced During the Year of)

<i>Producing Area</i>	<i>1914-15</i>	<i>1920-21</i>	<i>1926-27</i>	<i>1934-35</i>
World	24,200	21,100	28,400	23,622
United States	16,112	13,429	17,978	9,636
India	4,359	3,013	4,205	4,065
Egypt	1,337	1,251	1,586	1,566
China		1,883	1,742	3,125
Russia	1,270	58	830	1,738
Brazil	465	476	512	1,324
Peru		164	246	341
Mexico		188	359	223
Uganda		20	110	206
Anglo-Egyptian Sudan		13	131	227

has dominated the industry for more than a century, but her leadership has declined somewhat in recent years. From the record crop of 17,978,000 bales in 1926 the yield declined to 13,047,000 in 1933. During this period the industry grew rapidly in Brazil, Uganda, and Anglo-Egyptian Sudan. There was increased production in other tropical lands and in the countries about the Mediterranean Sea.

The construction of a graph showing world cotton production for different years and the portion of the total crop grown in the United States will provide an interesting activity and help pupils visualize this shift in production.

Teachers may have students explain this decline of the American cotton crop and the increase of production abroad. The class may accomplish this by solving the following problems: (1) Why has cotton production declined in our southern states? (2) Why have certain foreign lands increased their cotton crops in recent years?

Solution of the first problem involves consideration of the following trends:

a. There has been decreased productivity in southern cotton fields, which have been impoverished by soil erosion, tenant farming, and more or less continuous cropping to cotton and corn.

b. The price of cotton has been so low that farmers devote more of their time to growing vegetables and other crops which promise larger returns.

c. Many cotton farmers have moved to cities and towns to engage in business or manufacturing industry.

d. The people of foreign countries find it very difficult to pay for American cotton because our high tariff tends to exclude their products from the United States market.

e. The United States government has caused farmers to reduce the cotton acreage in order to decrease production and thus make the price of the staple advance.

The second problem may be solved by the geography class by considering the following facts:

a. Cotton can be grown in any tropical or subtropical land which has a moist growing season followed by dry hot weather for maturing the crop. Vast areas of undeveloped land in South America, Africa, and Australia have these climatic conditions.

b. A fine variety of long stapled cotton can be grown on irrigated land in tropical deserts.

c. The inhabitants of these lands can improve their living conditions by growing cotton and exchanging it for manufactured goods of various kinds. Farmers who are poorer than in the southern states are willing to grow cotton for a lower price.

d. Where conditions favor cotton production, responsible people can buy such necessary machinery as cotton gins, compresses, and oil-mill equipment on credit and pay for them with their cotton.

e. Many nations are striving to produce the cotton they need so that in the event of war they will not be dependent upon other countries for the staple. Thus cotton production is stimulated in the south-central part of Russia. Several nations plan to obtain cotton from their colonies in tropical Africa. Germany and some other European countries are manufacturing a cotton substitute from their timber. Since much rayon is made from wood, this movement may prove successful.

The dominating position of the United States in the cotton-growing industry of the world is a salient fact of economic geography. Table I shows that this country produced almost half of the world's total crop and, even in 1934-35, more than twice as much as India, our closest competitor in the industry.

This can be explained by solving the following problem: Why does the United States produce about half of the world's cotton crop? Some of the factors which give rise to this situation are:

1. Humid subtropical climate, moderately level lowland, and soils of fair fertility combine to make a vast area in southeastern United States very satisfactory for growing cotton.
2. The location of this section facing the Gulf and North Atlantic Ocean and relatively near the great markets of western Europe and north-eastern United States is distinctly advantageous.
3. The long shore of the southern states is dotted with ports where large vessels can anchor, and these ports are connected with the interior by railroads and highways which facilitate the movement of cotton to ship-side.
4. Cotton gins in every town and hamlet, and compresses in hundreds of the cities, facilitate processing of the crop preparatory to its shipment.
5. The United States has a more progressive population than any other land that could rival it in cotton production. Millions of its people—white and black, male and female—have grown cotton from their childhood, and know how to do it well.
6. Varieties of cotton especially suited to the

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soils and climatic conditions of the South have been developed during the many years that the crop has been grown there.

Cotton ranks among the chief industrial raw materials of the world. Such producing countries as the United States, Russia, Brazil, and India grow most of the cotton that is used by their mills. But industrial nations that grow little or none of the staple must import it from their tropical colonies and from foreign lands.

Table II shows the volume of cotton receipts by principal importing countries for recent years. The figures indicate that the bulk of the cotton imports are purchased by the nations of western and central Europe. Great Britain, Germany, France, and Italy make heavy purchases, and the smaller nations about them buy much cotton also. Japan is

TABLE II
 PRINCIPAL COTTON-IMPORTING COUNTRIES
 (Thousands of Bales Imported During the Year of)

Importing Country	1930-31	1931-32	1932-33	1933-34*
Japan.....	2,777	3,628	3,089	3,563
United Kingdom.....	2,172	2,475	2,460	2,950
Germany.....	1,645	1,666	1,771	1,923
France.....	1,664	787	1,402	1,473
Italy.....	1,791	856	898	1,009
China.....	964	1,298	1,036	556
Czechoslovakia.....	450	395	340	349
Belgium.....	357	300	368	388
Poland.....	282	218	241	314
Canada.....	209	202	191	317
Netherlands.....	215	189	152	207
Austria.....	99	115	88	138
Switzerland.....	123	109	117	123

*Latest figures available at present.

by far the greatest cotton market outside of Europe—indeed she has bought more heavily in recent years than any other country.

These significant facts of commercial geography suggest the need of solving the following problems: (1) Why is the world's largest cotton market in the countries of western and central Europe? (2) What advantages does Japan have for the cotton-milling industry?

Considerations that help solve the first problem are:

1. The climate of northwestern and central Europe is too cold for cotton growing, and the Mediterranean countries are so dry in summer that the crop must be irrigated there.

2. The western and central parts of Europe constitute one of the three greatest human agglomerations of the earth. And civilization is much more advanced there than in China or India, the other two areas of vast population.

3. Northerly latitude, advanced civilization, and very numerous population combine to make Europe the greatest clothing-consuming area of the earth.

4. Europeans excel most other peoples in technological skill and machine equipment. Therefore they manufacture cotton goods and clothing (as well as many other things) for sale in other lands.

5. Some European nations rule millions of people who live in other parts of the world. The ruling nations make laws and regulations which cause the peoples of their possessions to buy cloth and other supplies from the governing nations.

The chief advantages Japan possesses for the operation of cotton mills are:

1. Unusual abundance of very cheap but skillful labor.

2. A vast available market because of the large population of the Japanese Empire and proximity to the crowded millions of China.

3. Power for running factories, available from the coal mined in Japan and from the many rapid streams that flow from her mountains.

4. The moist marine climate and the "soft" water of Japanese streams.

5. Island location and a large merchant marine, which facilitate the importation of raw cotton and the marketing of manufactured goods.

Many teachers will wish to supplement the study of cotton with some map-making activity. They may have their pupils show upon a world map the number of bales produced by leading cotton-growing countries and the

amounts purchased by chief importing nations. The symbol for production could be a cotton bale and that for imports a circle. The size of the symbols should be proportional to the volume of the business for each country, and they should be placed on the map in that section of the country, where the industry is most concentrated. The accompanying tables supply the necessary data. The same data furnish information for the construction of graphs as well as maps.

Private Schools Program for E. C. T. A. Meeting

• THE PRIVATE SCHOOL EXECUTIVES' Department of the Eastern Commercial Teachers Association has prepared an especially attractive program for its two sessions on March 26 and 27, at the E.C.T.A. convention meeting in Boston.

The chairman of the Program Committee of this department, Gerald DeVaux, president of the Cambria-Rowe Business College, Johnstown, Pennsylvania, asks that those of our readers who are interested in these meetings of private school executives and teachers send in questions relevant to the following topics to be discussed at the Saturday Morning Question Box session:

1. In what respect does the functional method of teaching shorthand lend itself to more accurate and effective transcription?

2. How may transcripts be made more effective with regard to (a) physical equipment, (b) instruction and supervision, (c) grading and timing, (d) correlation with other closely related subjects?

3. What should be the educational background and special training of a secretary from the employer's point of view?

Questions on these subjects should be sent as soon as possible to Mr. DeVaux, who will distribute them to the commentators for answer at the convention.

At the Friday afternoon session, the private school executives will be addressed by D. C. McIntosh, President, McIntosh Publishing Company, Dover, New Hampshire; E. G. Purvis, Dean, Strayer College, Washington, D. C.; and P. S. Spangler, President, Duffs-Iron City Business College, Pittsburgh.

VISUALIZING COMMERCIAL EDUCATION

Lawrence Van Horn

One picture is worth ten thousand words. An authority on visual education discusses its history, present status, and future hopes in commercial education

THIS research was conducted with three main objectives: (1) to improve the supply of motion pictures relating to commercial work for the New Jersey State Museum so that these films would be available for use by the various high schools of New Jersey; (2) to inform commercial teachers throughout the country of the motion-picture films available for their classroom use; and (3) to encourage teachers to make further use of visual education in their work.

In conducting this research I had the excellent cooperation of Mrs. Kathryn B. Greywacz, Curator, New Jersey State Museum, Trenton, and the various companies that were contacted.

In order to determine what films were available, I had to contact every company that might have made some motion pictures relative to business. A list of more than one hundred companies was compiled and letters were sent to each. The types of companies included in this research were those dealing directly in commercial equipment and supplies, the typewriting companies, manufacturers of bookkeeping and accounting machines, and those that make a business of producing and distributing motion-picture films. The firms were asked what films were available for free loan, rent, or purchase.

The results of the survey were surprising. Some companies have made films in the past but are not doing so at present. Other companies have never made any films pertaining to business but are very much interested in the idea and are planning to make some in the near future. Another group has never

entered this field and at present does not plan to do so. A fourth group includes companies that have been rendering service and are willing to continue to do so as long as conditions permit. In the majority of cases, companies that have not entered this field have not done so for financial reasons.

Many films were found to be available, at that time or shortly thereafter, for use either by free loan, through rental, or by purchase.

Some of the outstanding reasons for lack of progress in visual commercial education can easily be determined by making a careful analysis of the replies received from the companies contacted. Some of these reasons are:

- (1) Many companies have never entered the visual-education field.
- (2) Some have wished to do this type of work but lacked funds.
- (3) Many educational associations have failed to stress visual education.
- (4) Changing business methods make it difficult to keep visual-education material up to date.
- (5) Many educators and schools have lacked funds to purchase projection equipment.

Visual Education in New Jersey

New Jersey has made excellent progress in the development of visual education for the benefit of the schools of the state. The distribution of visual-education material is carried on through the Lending Department of the New Jersey State Museum. Such material includes lantern slides, motion-picture films, stereographs and stereoscopes, industrial process charts, models, costumed dolls, natural-history cases, mounted pictures and photographs, charts on hygiene and agriculture, and special traveling exhibits. This service of lending material is, of course, only for schools or other New Jersey organizations that are following a definite course of study.

Schools desiring to borrow material must

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make arrangements with the Lending Department in advance. The only charge made to the borrower for this service is the cost of transportation both ways. Most schools of the state are entirely willing to pay this small charge.

Let us look at the report of the activities of this department of the New Jersey State Museum for the year 1935-1936. Here are some of the outstanding items:

Lantern slides lent	732,251
Attendance	1,624,076
Films lent, 16 mm.	28,881
Attendance	1,696,580
Films lent, 35 mm.	8,075
Attendance	665,710

More than two million persons attended the showings of other materials. The total number of persons reached by this material exceeded six million.

At present, surveys are being conducted, material is being checked, and other programs are contemplated to advance visual education in New Jersey.

Equipment for Visual Education

Recently an extensive survey was conducted in New Jersey by the Department of Public Instruction, at Trenton, to determine what facilities were available in the high schools of the state for visual-education instruction. A questionnaire was sent to every high school principal in the state. At this writing, nearly all the questionnaires have been received but they have not been completely tabulated.

The questionnaire contained questions pertaining not only to motion-picture equipment but to all other visual aids. Some of the questions were:

1. Is electricity supplied in all classrooms?
2. Are there convenient baseboard or wall outlets in classrooms?
3. How many 16 mm. motion-picture machines have you?
4. Have you a 35 mm. motion-picture projector? Booth? Portable?
5. Have you a film-sound machine?
6. Have you a film-slide machine or attachment?
7. Have you a list of sources of films?
8. What is the approximate total cost of visual-education equipment in your school?

9. Have you a catalogue of materials supplied by the New Jersey State Museum?
10. Is there special emphasis in your school program on the use of visual aids in the following departments: English? Social Studies? Science? What other departments?

What High Schools Are Doing

Many high schools have developed definite motion-picture programs and are getting excellent results. There are two main methods for introducing motion pictures to the students: (1) to a large group during an assembly period and (2) to small groups in individual classrooms.

The first method is used when the material presented is of wide interest, but some pictures of limited appeal must be shown in the classrooms. Many high schools have silent motion-picture projectors for both auditorium and classroom use, and a few have facilities for showing sound films. Some schools have not taken visual education into consideration, in the commercial field or in any other. There is a great tendency, where finances permit, to install some standard motion-picture projector, either the 16 mm. or the 35 mm. type. The portable machine is best when it must be moved from room to room.

In order to evolve a smoothly operating system for both auditorium and classrooms, a "movie" club should be organized. Its purpose is to teach interested students to operate the machines and to take the responsibility for showing the pictures. This plan works well and relieves the classroom teacher of the responsibility of operating the machine. Of course, the teacher must supervise the ordering of the films, their care, and their return. Great care should be taken to eliminate interruptions during the presentation of the films.

Organizations and Activities

An important National Conference on Visual Education and Film Exhibition was held in Chicago, on June 22-25, 1936. The attendance at the conference showed that interest in visual education is growing.

The report of the proceedings of the conference contains many interesting facts.

An important section discusses the use of commercial film by schools. This subject always causes much discussion with many educators for and many against the use of commercial films in classes. Some business concerns over-emphasize the advertising angle, while others do little or no advertising. It seems evident that the progress of visual education depends largely upon the cooperation of business firms.

The American Council on Education, Washington, D. C., has been doing some excellent work in visual education. At present it has completed many catalogues and is working on others. This organization exists primarily for the purpose of cooperating with teachers' professional organizations and others interested in the development of motion pictures in education. Their catalogues are prepared for professional groups and it is not practicable for them to supply catalogues to individual teachers.

How Shall We Develop Visual Education?

Much has been done and is still being done in some branches of visual education to improve its value and service to schools, but the field has not been completely covered by any means. Only through cooperative planning will more rapid and lasting progress be made.

The various commercial-teacher associations should get together and promote this type of commercial education. They devote their various meetings to other outstanding factors involved in commercial education; why not spend some time discussing the visual-education angle? If the commercial-education associations stood firmly for visual education, it is quite possible that many business concerns would cooperate in producing new and more valuable motion-picture films.

The many companies that deal directly with commercial equipment and supplies should take more interest in the matter and develop films pertaining to their particular product, but suitable for classroom use. It seems certain that many companies would advance in this particular line if they were

given some encouragement by the various commercial-teacher organizations.

School officials should do everything within their power to improve their visual-education equipment and to facilitate the use of it, not only for the commercial department but for the school as a whole.

More stress should be placed on visual-education aids and their use.

In conclusion, it is suggested that all educators do their utmost to promote visual education.

Should any reader—commercial teacher, supervisor, principal, or business official—have suggestions pertaining to this subject, I should like to see them, for I am particularly interested in promoting this work for the benefit of commercial education.

A list of available films, compiled by Mr. Van Horn for the B. E. W., will be published next month. The list indicates the title and subject matter of each film, whether for sound or silent equipment, and the size.

• As WE GO TO PRESS the sad news reaches us of the death, following an operation for appendicitis, of a pioneer in commercial education in the Midwest—L. Gilbert Dake, of St. Louis, Missouri.

Mr. Dake was born in 1882 at Harvard, Illinois. He was a graduate of Illinois and Harvard Universities, receiving his master's degree at the latter. He taught commercial education for a time on the Pacific Coast, returning several years ago to St. Louis to teach at the Soldan High School.

Later he was promoted to the position of supervisor of commercial studies in the St. Louis high schools. During the depression this position was abolished and Mr. Dake joined the faculty of the Hadley Vocational School. At the time of his death he was teaching in the Cleveland High School, St. Louis.

Mr. Dake was a past president of the National Commercial Teachers Federation and joint author of a typing text.

Our deepest sympathy is extended to his widow, Mrs. May Dake, and two daughters, Mrs. Nina White and Miss Betty Dake.

Ignorantia Juris Non Excusatur;

Ignorantia Facti Excusatur

Cuddie E. Davidson, L.L.B.

The average citizen possesses a fair knowledge of the law if he understands our legal maxims. Mr. Davidson has been invited to interpret some of the most important ones. This is the third

CHILDHOOD memories retain a most vivid picture of that very important adjunct to every home, so familiar to the small-town boy. We refer to the woodshed. It is remembered not in relation to the purpose for which it was primarily designed, but for its equally certain auxiliary service as the temple wherein Righteous Wrath meted out suitable punishment for our sins of omission and commission. To this place, where only Heaven and uncut wood could witness our infamy, we were occasionally led by a stern parent, who invariably prefaced the trip with the ominous and somewhat unconvincing reminder that "this is going to hurt me more than it will you." And without exception, this relentless parent met the culprit's lame excuse, that he didn't know his offense was in violation of parental authority, with the rejoinder that *ignorance of the law excuses no man*.

Time marches on. The scene shifts. Today, the grandsons of those same offenders are busily explaining to the traffic officer that they didn't know twenty miles an hour at that intersection was a violation of the city ordinance.

How many of us have had occasion to question the wisdom and justice of this oft-quoted maxim? Harsh, indeed, it may have seemed to many who have lost property or, at times, even liberty as a result of lack of knowledge of the law. Doubtless many splendid lessons could be drawn from the experiences of those who have suffered as a direct result of this deficiency in learning.

But a cursory glance at the situation presented will serve to give this ancient maxim the authority of eminent fairness—even if it were not the rule. What chaos would result

if the criminal could plead in justification of his act that he didn't know it was in contravention of law! Or, suppose a defendant in civil cases could plead that in the making or breaking of his agreement he was ignorant of the law?

Too, an examination of the second half of the maxim, not so frequently heard—"Ignorance of the *fact* excuses"—tends to reveal its full strength and emphasis.

Ignorance of law has been defined as *that willful ignorance which either neglects or refuses to be informed*; ignorance of fact is termed *the state of mind in man which, upon reflection, supposes a certain fact or state of facts to exist which does not in truth exist*.

With these definitions in mind, note a few of the well-settled exceptions to the rule.

Civilly: Persons designated "infants" or "minors", under certain age limits (usually twenty-one years), are not liable on their contracts, except for necessities. The same exception applies to insane persons, regardless of age.

Criminally: There is no responsibility on the part of insane persons, or on those too young to know the consequences of their acts—who have not reached what is called the age of discretion.

Excepted also from the rule of this maxim concerning ignorance of the law are persons acting under duress or fraud or coercion—the involuntary act being considered as not their own.

And so on, we might continue to cite many illustrations of the safeguards thrown around those who are incapable of willful neglect or refusal to be informed as to the law, or who have had no opportunity of acquainting themselves with the facts.

THE BUSINESS LETTER CONTEST

L. E. Frailey

Each month, the B.E.W. business letter contest offers you help in teaching students to think and to write. Here is another exercise in diplomacy and business judgment

NOW that the Christmas letter contest is done with, I will confess that this problem was probably the most difficult you will encounter in the whole series. Why? I don't know. You would think it easy to scatter a little holiday cheer. But it isn't.

Maybe the reason is that sentiment is better felt than spoken. Besides, in writing this letter you couldn't really *mean* the things you said. It was all imaginary. You had to play the part of a kind-hearted executive, grateful to his employees for their loyalty and industry. Perhaps, had the circumstances been real, the task might have been more simple.

Anyway, I am not going to be diplomatic and say that these December letters were as good as some of the others you have written. That would be insincere. We are not going to play the game that way. We are in this contest for the good we can get out of it. You deserve my honest reaction to the way you solve these problems.

So, I am forced to tell you that on the whole these Christmas messages did not ring true. They didn't come from the heart. They were evidences of sentimentality rather than sentiment.

The letters of the prize winners are, of course, the exceptions that prove my point. They *do* sound sincere. So, surely the winners deserve a "big hand." Here are their names. The first-prize letters appear on the following page.

December Contest Winners

TEACHER AWARDS

FIRST PRIZE, \$10: Milton Briggs, High School, New Bedford, Massachusetts.

SECOND PRIZE, \$5: Vivian Peterson, High School, Fort Dodge, Iowa.

SUPERIOR MERIT: Madeline Macdonald, Notre Dame Secretarial School, Montreal, Canada; Sister Mary Fidelis, F.C.J., Blessed Sacrament Convent, Providence, Rhode Island; Anna M. Crawford, High School, Boone, Iowa; M. Emily Greenaway, Senior High School, Port Chester, New York; Helena Storzbach, Shorewood High School, Milwaukee, Wisconsin.

PERMANENT ROLL OF HONOR: John W. Toothill, Small Secretarial School, Newark, New Jersey; R. D. Parrish, Woodbury College, Los Angeles; Margaret Sumnicht, Minot Business College, Minot, North Dakota.

STUDENT AWARDS

COLLEGE—

FIRST PRIZE, \$5: Lottie Lewis, Boise Business University, Boise, Idaho.

SECOND PRIZE, \$3: Mary Macpherson, Notre Dame Secretarial School, Montreal.

THIRD PRIZE, \$2: R. E. Kierig, Central YMCA College, Chicago.

FOURTH PRIZE, \$1: Keith Louise Gruett, State College of Washington, Pullman.

FIFTH PRIZE, \$1: Ayako Miyasaki, Junior College, Sacramento, California.

SUPERIOR MERIT: Jane M. Smith, Notre Dame Secretarial School, Montreal; Winnie Coleman, Boise Business University, Boise, Idaho; Dorothy Hinkleman, State Teachers College, New Britain, Connecticut; Clara-Jeanette Hopkins, Junior College, Los Angeles; Eleanor Sharp, State College of Washington, Pullman.

HIGH SCHOOL—

FIRST PRIZE, \$5: Harry Conn, Roosevelt High School, Ypsilanti, Michigan.

SECOND PRIZE, \$3: Richard Spraker, Shorewood High School, Milwaukee, Wisconsin.

THIRD PRIZE, \$2: Sady Kitaoka, Brea-Olinda High School, Brea, California.

FOURTH PRIZE, \$1: Pearl Grice, High School, Glassport, Pennsylvania.

FIFTH PRIZE, \$1: Ruth Evelyn Oleson, High School, Fort Dodge, Iowa.

SUPERIOR MERIT: Carol A. West, Roosevelt High School, Minneapolis; Eleanor Shockley, High School, Ordway, Colorado; Ruth Lerner, Weequahic High School, Newark, New Jersey; Renee Landberg, Roosevelt High School, Minneapolis; Eulah Mae Smith, Brea-Olinda Union High School, Brea, California.

These Letters Won First Prizes

TEACHERS—FIRST PRIZE

MILTON BRIGGS

High School, New Bedford, Massachusetts

● **FELLOW WORKERS:** Your Christmas week pay envelope will bring you a 5 per cent bonus. Your faithfulness, earnest efforts, and fine spirit of cooperation have made this bonus possible. The past year has brought sales increases, and prospects for the future are bright.

My grandfather, the gentleman who founded our company, comes to my mind as I write this Christmas message to you. He kept his own bookkeeping records, often at home evenings under an oil lamp. I have in my office his first set of books. On his sales record are printed these words: "Beat Yesterday." I believe it is that spirit which has contributed much to the success of our company today, and I present it now as a fine slogan for all of us to follow. Such a slogan cannot but lead to greater bonus payments in the future.

When I was a youngster, my only complaint against Christmas was that it didn't come often enough. With that thought still in mind, I am announcing here a plan that will bring a reward to some one of you every month throughout the year. I am planning a letter-writing contest. To the man or woman who writes me the best letter each month containing suggestions to improve our methods of manufacturing and selling, I will present a check for \$20. Watch your bulletin board for details of this contest next month.

I sincerely hope you will have the joys and blessings of the holiday season. A thought of Dickens' Tiny Tim leads me to close this Christmas message with these words to you and those dear to you: God bless you every one. Faithfully yours.

COLLEGE STUDENTS—FIRST PRIZE

LOTTIE LEWIS

Boise Business University, Boise, Idaho

● **GREETINGS, MY FRIENDS:** Last night I heard the boys and girls singing outside my door. As I listened, I thought idly that some of the words of the old carols had changed. They were not the same as they had been when I was a boy.

The snow was falling softly; my daughter was hanging holly wreaths in the windows. I listened more closely to the clear, sweet voices outside.

Suddenly, as I sat there, the thought came to me—it was almost as though someone spoke. "Yes, the words have changed, but the thought, the real feeling, and the joy of Christmas remain the same. Peace on earth, good will to men, that is, has always been, and always will be."

They say that Santa Claus is kindness, and whether one is rich or poor, good or bad, there is

no man who can deny or resist the appeal of Christmas. Year after year it awakens in each of us a desire to forget everything unlovely and to do something which we hope will make someone happier and the world a nicer place to live in.

I have been thinking of all these things—reviewing the past—dreaming about the future. I hope the message I now bring you makes you as happy as it makes me.

In appreciation of your splendid cooperation and service, your enthusiasm to start the new year with ambition and determination to make it even more successful than the last, the Colonial Manufacturing Company is giving a 5 per cent bonus on January 1 to all employees who have been with us a year or more.

1937 will be a big year, I know, with this spirit of enthusiasm to carry it through. I send my sincere wishes to each and every one of you for the very happiest of Yuletide Seasons. Sincerely yours.

HIGH SCHOOL STUDENTS—FIRST PRIZE

HARRY CONN

Roosevelt High School, Ypsilanti, Michigan

● **TO ALL EMPLOYEES:** At this season it is customary for us all to wish our friends and acquaintances a joyous Christmas. This year, we can give this usual bit of pleasantry a more substantial ring.

We are indeed happy that business conditions have been such during the past year that we are in a position to say to each of you who has been with us one year or more, "Here is a 5 per cent bonus—our token of appreciation for your complete loyalty to the best interests of the company."

We all understand money's own particular language, and we hope this small gift will say a great deal. We trust it will tell you that the dark days of depression are over, that long-awaited prosperity has finally rounded the corner, and that the whole country seems to be doing a flourishing business.

However, we must not be deceived. If this reign of business prosperity is to continue, we must work hard and put our collective shoulders to the wheel. I am confident that you will do your honest best during the coming year.

And now after the manner of Tiny Tim we say, "God bless you every one." Very sincerely yours.

Comments on the Letters

It would be a lot of fun if you could read aloud with me the many solutions to these letter problems. Sometimes we should pause to praise a neatly carved sentence—sometimes we couldn't help chuckling about things said less adroitly. This sentence from the last batch of letters would surely make us smile:

"The attitude of the employees in our company toward their superiors is one of courtesy and admiration." So wrote one high school student. Can't you imagine Sam Sowitzki bowing low to Foreman Gowanavitch, and saying, "Sir, you have beautiful brown eyes—will you hand me that crowbar?"

Here's another quotation from a high school student's letter that you can talk about in class: "It is better to give than to receive" is an old epigram—it is a maximum that I have tried to follow all my life." It is neither an epigram nor a "maximum"—but you know that.

Those Mixed Metaphors!

All right. Now, when you have finished laughing over that sentence, do something more serious. Get out your school grammars and review the section devoted to metaphors. Notice especially the part about *mixing* them. Then criticize this sentence: "On December 25, the bag will be unpacked, the veil set aside, and the fuse lit."

It isn't only the high school contestants who get the wrong blend of figures of speech. What do you think of this paragraph from a college student's letter?

Santa fills his bag with toys and comes to earth to scatter peace to mankind. He lights a new candle on the altar of time, puts a song of praise on the lips of every mortal, and, with a master stroke, blots out all the malice of the preceding months.

That letter contains, in four short paragraphs, fourteen figures of speech. The writer's imagination is like a colt prancing in the pasture. It needs to be tamed.

A rather common mistake—at least, I consider it a mistake—was the attempt to commercialize the religious background of Christmas. It hardly seems appropriate to speak in the same breath of the star over Bethlehem and more work to be done in the coming year. In fact, the best Christmas letters that I have seen used in business shun all reference to material things. They express the true spirit of fellowship and goodwill toward everybody—and say no more.

Evidently a good many of you did not clearly understand the meaning of a "bonus."

You said, "Beginning January 1, there will be a bonus of 5 per cent." But a bonus has neither beginning nor end—it just *is*. A 5 per cent bonus is a lump-sum gift of 5 per cent of one's annual salary.

It isn't often that I am completely stumped by combinations of English words, but tell me, if you can, just what idea a high school student was trying to express when she wrote:

A cordial greeting to let you know that we are tired of having the most honorable of weak people around, so they are all going to be made strong, we hope, physically and mentally, by the 5 per cent bonus. Our business is tired of rock bottoms and seaweed, and is now floating on a sea of money, which we hope will never sink into the submarine district.

My poor head! All it will hold is the pleasant picture of floating in a sea of money. I can understand that, but I doubt if it will ever happen to me.

You know there is a certain dignity in business that no executive ignores. I can't imagine, for example, any executive saying in a letter, "Whoops, I almost let the cat out of the bag." He might mention the cat, but he certainly would never "whoop."

Here's an outstanding example of polysyllabic profundity! Or, in more lucid terms, here's a letter with a lot of big words in it. Long words are not wrong words, by any means, but think of the puzzled employees who are going to have to figure out what some of these sentences mean:

As the year 1936 comes to a close, the many activities in which we have all participated flash across the mind in kaleidoscopic fashion. Your interest, your achievement, and your enthusiastic support given to the various enterprises which we have undertaken have made an indelible impression and contributed greatly toward the success of this great industry.

The feeling that has permeated our entire organization is symbolic of the spirit that was manifested by its founders and which has made our corporation outstanding.

Although a small monetary remuneration is to be given to our company's faithful workers, it is not in any way significant in comparison to the feeling of sincere appreciation which is felt by the president and the directors.

Our *esprit de corps*, our indomitable courage, and our feeling of oneness make it possible to predict for you and for our corporation a successful future.

Those words are all familiar, even the French phrase. That is, they're familiar to us. But think of the puzzled shop workers who will wipe their hands on their overalls before they tear open the envelope that contains that letter.

"It's from the president himself," Dmitri will say. "From the big boy in the main building. I knew a guy that seen his office once."

And these faithful employees will furrow their brows and worry over the letter that was supposed to make them feel like working harder than ever during the coming year. When they come to the "small monetary remuneration"—the part that should make them roar with glee—old Dominic De Rosso will shake his head sadly and say, "It looks like we gotta take another cut, boys."

Once more, I must warn you to stick to the limitations set up for each problem. In this one, you were told that the bonus was to be paid only to employees who had been with the company one year or more. But the majority of the contestants made no mention of that reservation.

How's this? "We are going to give you a tiny gift for Christmas which I know *won't* repay any of you for what you have done." Isn't that a dangerous thing to say? Would your employees be pleased to think they had been "chiseled" out of their rightful due?

I quickly decided one high school student does not believe in Saint Nick. He spelled the name "Mr. Clause."

I gave you a paragraph a minute ago that I said was much too complicated for my poor head. But here's another one that makes the first as simple as first-grade English. (You know—"The cat caught a rat" and "See the boy run.") Maybe you can tell me the meaning of the following sentence, the beginning of a high school student's letter. It's too deep for me.

In the deathlike stillness of the night, the wolf came down upon the sheep and seized numbers of the innocent creatures. Swing music has enveloped young modernists in its folds and youth cries that "Every time it rains, it rains pennies from Heaven."

Let's see—innocent creatures seized pennies while the wolf and the sheep danced to swing music in the rain. No, no. That's not it. What *does* it mean?

Well, good-by to Mr. "Clause" for another year. In the meantime we will turn to another interesting fellow—Waldo ("Dizzy") Davis. He is the leading actor in the problem play for February. The other rôles are those of the dealer, Charley Lieber, and the sales manager, Billy Rand. And you are playing the part of Billy. I am reserving a front-row seat for this performance. Let the play go on.

LETTER PROBLEM No. 15

SOMETIMES Billy Rand, the sales manager, thinks Waldo Davis' nickname, "Dizzy," is not inappropriate.

Unlike most salesmen, Davis likes to write long letters to the home office, describ-

ing in minute detail his visits with dealers in Detroit and adjacent cities. It is a page from one of these rambling letters that is puckering the forehead of Sales Manager Rand.

. . . You know, Chief, I took to heart that last bulletin of yours about wasted advertising material. I made up my mind that the dealers in my territory aren't going to let any more of our advertising displays moulder under the counter, or use them to light fires with. So today I made it a point to check in all the stores I visited to see if our last window displays were being put to good use.

Well, everything was O.K., and I was feeling swell, until I landed in Charley Lieber's store right after lunch.

I saw immediately that our display was not on the job, and remembering that you had said each one of these displays cost \$4, I got a little peeved to think any dealer could be so blind as not to take advantage of our sales help.

But that wasn't all, Chief. When I insisted on knowing what had happened to the display, Charley had the nerve to say he had never received it. I knew that was a whopper, because I had personally delivered the display on my last call. But the more I argued, the harder-headed he got. I guess you would have laughed to hear us, as we were both hot under the collar and it ended by Charley offering to bet me \$5 that he had not had any window display.

I guess you know me well enough, Chief, to be sure I don't back down when I know I'm right. I stuck in the store until Charley got busy with some customers. Then I did a little snooping around that might have reminded you of a human bloodhound like Sherlock Holmes.

To make a long story short, I found the display behind a pile of boxes in the back room, and it hadn't even been unwrapped. Say, you should have seen Charley's face when he had to fork over the five bucks!

But I guess he learned a lesson, that it doesn't pay to argue with a Colonial salesman—especially me.

Well, after I left Charley . . .

All right, the stage is set. You play the part of Sales Manager Rand.

What are you going to write to Waldo "Dizzy" Davis about his argument with Charley Lieber?

Was that argument really "friendly"? Can an argument ever be just a pleasant pastime, with no wounds left to heal after it is ended? It cost Charley Lieber five dollars to find out that he had the wrong side of the controversy. Even Dizzy implies that he had to laugh at the dealer's expression when he paid that bet.

You remember from your study of American history that early in his life Benjamin Franklin resolved never to have an argument with anyone. He always said that was one reason for his success.

Maybe it would have been better for the Colonial Manufacturing Company had Waldo Davis been less insistent about winning his argument. After all, the good will of a dealer is worth a great deal more than five dollars.

You will have to admit, of course, that Dizzy was right in the stand he took. Mil-

lions of dollars are lost every year through the waste of advertising material. The window displays prepared by the Colonial Manufacturing Company actually cost \$4 each. With thousands of dealers scattered over the country, you can see how much money would be thrown to the winds if many dealers were as indifferent as Charley Lieber.

It was Dizzy's duty to see that the display was used. There can be no question about that. But couldn't he have been more tactful? Evidently, he was in high spirits when he wrote that letter to his chief. He had gone on a crusade for the company that day, had fought a battle, and had won. You can tell that he felt mighty good. Why not? Rand, himself, had said in a bulletin that window displays must be utilized, and Waldo Davis had taken him seriously.

"You know me well enough, Chief," wrote Davis, "to be sure I don't back down when I know I am right." Before he left Charley Lieber's store, that display was unwrapped and set up in its predestined place. Oh, Dizzy doesn't say that he stuck around

until the display was erected, but I think he did. Don't you?

So now you come to the core of the problem. You can't ignore Dizzy's argument with his dealer. If you approve it, then Dizzy deserves your congratulations. His feelings will be hurt if you don't commend his action. He wants you to laugh with him, to say, "Good fellow, Waldo. I wish there were more Colonial salesmen with your persistence."

But perhaps you have a different point of view. As the man responsible for sales, you know the tremendous importance of dealer good will. Indeed, you can remember many times when you purposely *lost* arguments, back in the days when you were a salesman.

Well, if Dizzy was wrong, of course, he must be told that he made a mistake. But you can understand a man of Dizzy's temperament. His confidence helps him sell—and he is one of the leaders on your sales force. You wouldn't for the world want to break his spirit.

Yes, indeed, I have my own opinion regarding this verbal controversy between Davis and Lieber. But I won't let the cat out of the bag now. That would spoil the game. When the time comes to award the prizes, I will tell you what I am thinking now. In fact, I'll show you an actual letter written under similar circumstances by the sales manager of a prominent company. Until then—cheerio!

The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor, The Business Education World, 270 Madison Avenue, New York City. Your letters must reach that destination *on or before* February 25.

One copy is to be on plain white paper, unsigned, but marked "Teacher," "College Student," or "High School Student."

The other copy should carry your full name, home address, name of school, city in which school is located, and the notation "Student" or "Teacher" in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Because of the large number of entries received each month, no acknowledgment can be made of them and no papers can be returned.

We must ask that teachers send contest letters from not more than ten students in each of their

classes. Only the better letters can stand against the keen competition.

Only the unsigned copies of the solutions will be judged; in that way, every entry is guaranteed an unbiased decision.

Prize Awards

PRIZES: Teachers—first prize \$10; second prize \$5. High School Students—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each. College Students (including private business school students)—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each.

Superior Merit—a copy of "20,000 Words," by Louis A. Leslie.

In case of ties, duplicate prizes will be awarded.

Honorable Mention—High school students whose letters deserve recognition because of their excellent quality will be awarded honorable mention and their names will be published in the *BUSINESS EDUCATION WORLD*.

HONORABLE MENTION

December Letter Problem

CALIFORNIA—*John Muir Technical High School, Pasadena:* Margaret Enstrom, Jeannette Hapgood, Jeane Lee Mendenhall, Ethel Wildes.

COLORADO—*Durango High School:* Robert Cummins. *Ordway High School:* E. Lee Allumbaugh, Jack Bollacker, Herbert Ervin.

IDAHO—*Burley High School:* Hulda Johnson, Lucile Peacock, Jack Roper, Rachel Schoessler, Maxine Van Hook.

ILLINOIS—*Trinity High School, Bloomington:* Margaret Maguire, Dolores McGrath. *Edwardsville High School:* John H. Crocker.

INDIANA—*Reitz High School, Evansville:* Catherine Huggman, Bernice Schnakenburg. *Horace Mann High School, Gary:* Naomi Bates, Rosemary Bauer, Norma Brown, Mary Davis, Gene Ferguson, Mary Froelich, Dorothy Grote, Irene Horkavi, Lillian Jacobson, Joan Le Boeuf, Marjorie Maynard, Ruth Newnam, William Prosser, Jane Ringer, Eulalia Terwilliger. *James Whitcomb Riley High School, South Bend:* Helen Louise Miller.

IOWA—*Boone High School:* Richard Hardie, Frances O'Connell. *Fort Dodge High School:* Marjory L. Anderson, Alice Dillman, Ermine Houge, Jane Kearns, LaVaughn Ray.

KANSAS—*Lewis High School:* Jane Newlin. *Parker Rural High School:* Albert Lockhart, Jean McGree, Elsie Smith.

MASSACHUSETTS—*Agawam High School:* Enis Alberghini, George H. Dugan, Alfred Gallerani, James Shea.

MICHIGAN—*East Commerce High School, Detroit:* Anne Hodor, Mary Jane Ritzenheim.

MINNESOTA—*Roosevelt High School, Minneapolis:* Marvil Anderson, Phyllis A. Farnham, Marion Habberstad, Lucille Hockensmith, Jane Kathryn Landy, Evelyn Langford, Marian Lueck, Kenneth N. Nelson.

MISSOURI—*Monett High School*: Rayma Faye Horine. *Sikeston High School*: Selma Becker, Mildred Jackson, Rubie Kelly, Juanita McGill, Nancy Ann Ponder, Gene Struwe.

NEBRASKA—*Cozad High School*: Lois Adams, Jane Yeutter.

NEW JERSEY—*Batlin High School, Elizabeth*: Pearl Melser, Priscilla Miskewitz, Mary Pillar. *Weequahic High School, Newark*: Teresa M. Reger, Herman Rous.

NEW YORK—*Amherst Central High School, Snyder*: Eileen Butler. *Van Hornesville Central School*: Virginia G. Stallone.

OHIO—*Rushville Union High School*: Bernita Johnston, Gladys Riddle.

PENNSYLVANIA—*Glassport High School*: Sarah Frobock.

RHODE ISLAND—*St. Patrick's High School, Providence*: Claire M. Sullivan.

WASHINGTON—*Lincoln High School, Tacoma*: Jack Fanshier, Shirley Fox, Vivian Piercy.

WISCONSIN—*Gillett High School*: Edward Frederick. *Shorewood High School, Milwaukee*: Mary Best, Betty Jane Brandt, Walter Curtis, Mary Karll, Jim Knoernschild, George Marter, Ed Zien. *St. Mary's Academy, Milwaukee*: Audrey Risch.

ONTARIO, CANADA—*Windsor Vocational School*: Gordon Bishop, Joan Cope, Lillian Grier, Nick Kramer, Jean Jessop, Marie Mahan, Joanne Michalski, Madeline Peacock.

QUEBEC, CANADA—*Notre Dame Secretarial School, Montreal*: Jean Groves.

Brief-Form Review Letters

J. Earl Wycoff

• THIS is the second installment of dictation material designed to encourage automatization of brief forms. The brief forms have been divided into twelve groups, with two short letters prepared for each group, using all the forms included in it. Further installments in this series will appear in the BUSINESS EDUCATION WORLD.—Editor.

Group II

usual	small	previous	correspondence
word	dear	newspaper	copy
further	debtor	can	enable
friendly	floor	their	move
light	force	his	difference
lightly	regret	did	improvement
throughout	bad	little	pleasure
February	individual	form	hour
another	Yours very	some	purchase
	sincerely		
gave	delivery	favor	purchasing

1. Dear Sir: I regret to say that there has been little improvement in purchases throughout February. Previous to February, there¹

were the usual small gains, and each individual debtor was enabled to make another payment. We cannot treat this loss² lightly. There must be a difference next month. Deliveries must move more rapidly, too. I hope that I shall not³ be forced to take further steps. Yours very sincerely.

2. Dear Sir: I gave John a friendly word of greeting as⁴ you suggested, and made light of his trouble with the newspaper. Since his correspondence with his former boss formed the⁵ basis for the newspaper copy, the police did their best to make it look bad for him. Some things are⁶ in his favor though, and he may make them pay dearly for the trouble yet. Yours very sincerely. (138)

Group III

number	state	nevertheless	Sincerely yours.
follow	important	June	satisfy
thank	office	would	remittance
answer	represent	they	appear
appoint	problem	than	altogether
respect	excellence	when	education
Sunday	allow	ship	December
causes	oblige	over	in
beg	credit	three	this
want	definite	accord	definitely

1. Dear Sir: This is in answer to your letter of June 5, stating a number of the causes of the¹ important credit problem with which we are faced. Allow me to thank you for representing our office and for following² up the case as you did. A remittance is enclosed. Sincerely yours.

2. Dear Sir: Our wanting to appoint you was³ altogether in accord with our former actions. It appeared Sunday that your definite refusal would oblige us to choose one⁴ of three other men. We are not sure they will satisfy us in any respect. Their education is no more⁵ than average and their records over a number of years show no particular excellence. You have refused the position; nevertheless,⁶ in view of these facts, I beg you to reconsider. When you answer, please state whether you can take over⁷ the shipping department work by December first. Sincerely yours. (149)

(To be continued)

WE HELD A BUSINESS SHOW

Leona M. Schimel

Memorial High School, Pelham, New York

EDITOR'S NOTE—I believe Miss Schimel is too modest in claiming only extra-curricular value for the commercial club business show. I should claim it as a vital part of the commercial curriculum, and include its preparation in my daily lesson plans.—Robert H. Scott.

NOT all commercial teachers and pupils have an opportunity to visit the National Business Show held annually in New York, but commercial teachers and pupils can stage business shows in their own schools.

Pelham Memorial High School's second Commercial Club Business Show on October 29, 1936, was a tremendous success. About twenty-five pupils handled publicity and painted show cards and later, at the show, demonstrated business appliances and presided over booths. The largest of the commercial rooms was used for the show. (Some schools might prefer a gymnasium.) Ivy and fall flowers were used as decorations.

Two receptionists seated at a desk in the hall near the entrance registered the guests—more than two hundred of them—and handed out door-prize tickets. One door prize was given every 15 or 20 minutes—eight prizes in all.

At the first booth, the miniature filing equipment used by the filing class was on exhibition. Nearby, a pupil cleaned and oiled—and re-cleaned and re-oiled—a typewriter for the benefit of the onlookers. The demonstration of the gelatine duplicator was interesting because that machine, borrowed from the school's business office, was new even to the commercial students.

A student demonstrated the preparation of slides for the auditorium projector.

On a desk at which an electric eraser was being operated were two stapling machines. The visitors used these to stitch together for their own use the interesting free samples that were being turned out on the various duplicators.

Three pupils presided over the dictating-machine equipment. This display was easily the high spot of the show. Recording one's voice on a cylinder and then listening to it is an experience everyone enjoys.

The electric calculator was next in line. Then one moved on to the stencil-duplicating equipment display where a pupil cut a stencil on the typewriter, another worked at the Mimeoscope, and a third operated the duplicator itself.

For the display designated "The Development of the Typewriter," we sent out an SOS for typewriters of all makes, styles, and ages, and some of the pupils brought in amazing relics. In the collection we had two fifty-year-old Hammonds. These were accompanied by studio photographs from the family album of one of our pupils, a grandson of the Hammond inventor, John Hardy. The machines were placed on desks beneath bulletin boards, on which were arranged pictures and cartoons depicting typewriter history. Another bulletin board carried modern references to shorthand, typewriting, and business.

An extensive advertising campaign carried on by a publicity committee was responsible for the success of the show.

We believe a business show has outstanding extra-curricular value because it touches upon many phases of business training, because it requires direct participation by a large number of pupils, and because it is educational entertainment for all those who visit the exhibits.

The bookkeeping problem on page 454 of this issue will be of interest to club sponsors as well as to teachers of bookkeeping.

Of interest, also, will be Mr. Scott's next article, "Club Financial Accounting," which will appear in the Student Clubs Department of the March B.E.W.



JOSEPH C. KUCHARS
Gold Medalist



FRANCES COLBURN
Gold Medalist



MIGNON HEROD
Gold Medalist

RESULTS OF THE TEACHERS' MEDAL TEST

THREE opportunities this year for teachers to earn the *Gregg Writer* Gold Medal for excellent shorthand writing!

The first test was announced in the October, 1936, issue of the *BUSINESS EDUCATION WORLD*; the second test was announced last month.

Here are the names of those who qualified in the October test for medals and certificates. If your name isn't among them, shouldn't you look up your copy of the January B.E.W. (page 368) and begin to practice? Remember, possession of the Gold Medal proves to your students, to your colleagues, and to your supervisors that you can write beautiful shorthand as well as teach it!

Gold Medalists

- Frances Colburn, Woodbury College, Los Angeles, California
Mignon Herod, Woodbury College, Los Angeles, California
Joseph C. Kuchars, Chrysler Institute of Engineering, Detroit
H. D. Shotwell, High School, Topeka, Kansas
(No photograph available.)

Silver Medalists

- Emily W. Buell, The Butler Business School, Bridgeport, Connecticut
Julia Carlson, Woodbury College, Los Angeles
Elizabeth Higgins, Bidwell-Porter School, Porter, Ohio
Hilda Mesick, High School, Coulee City, Washington
Harry W. Newman, Resident Yeoman School, U. S. C. G. Institute, New London, Connecticut
Marguerite Oliver, West Valley High School, Millwood, Washington

- Florence J. Rapp, Monroe High School, Rochester, New York
Sister Teresa Margaret, College of St. Elizabeth, Convent Station, New Jersey
Sister Helen Paul, Holy Angels High School, Sidney, Ohio

Gold Seal Proficiency Certificates

- Rose Belinkie, Teachers College of Connecticut, New Britain
Marie Cavicchia, Central High School, Newark, New Jersey
Elizabeth Hayes, Woodbury College, Los Angeles
Josephine Higgins, Teachers College of Connecticut, New Britain
Edythe D. Knauf, Pullman Free School of Manual Training, Chicago
Mary B. McMenamin, Central High School, Newark, New Jersey
Laura E. Miller, Central High School, Newark, New Jersey
Alice M. Peterson, Gardner-South Wilmington High School, Gardner, Illinois
Barbara Pratt, Teachers College of Connecticut, New Britain
Cecilia Radzevick, Teachers College of Connecticut, New Britain
L. W. Vail, Kinman Business University, Spokane, Washington

Red Seal Proficiency Certificates

- Lucy Barrett, High School, Rockmart, Georgia
Gertrude M. Belyea, High School, Agawam, Massachusetts
Mildred M. Berger, Union Free High School, Wilmet, Wisconsin
Elaine B. Bevins, Kurtz Educational Service, Los Angeles
Frances Blair, Union High School, Willits, California
Helen C. Brooks, Estevan Business College, Estevan, Saskatchewan

- Marie Buys, Maquoketa Junior College, Maquoketa, Iowa
- Lois Cain, High School, Chelan, Washington
- Gertrude H. Callies, Community High School, Hammond, Illinois
- Isabel Chisholm, Dighton High School, North Dighton, Massachusetts
- Lucile D. Crawford, Greatwestern Business College, Phoenix, Arizona
- Phyllis Davis, Business Training College, Pittsburgh
- Mary S. Farrell, Central High School, Newark, New Jersey
- Lillian A. Fievet, St. Mary's High School, Sandusky, Ohio
- Catherine Finn, Teachers College of Connecticut, New Britain
- Lucile M. Fulton, Mt. Pleasant School for Secretaries, Washington, D. C.
- Dorilla R. Goyette, O'Sullivan College, Montreal, Quebec
- Minnie E. Greenaway, Senior High School, Port Chester, New York
- Marion Hayes, High School, Brownville, Maine
- Cathleen Henkel, Beaverhead County High School, Dillon, Montana
- Mary E. Hines, Teachers College of Connecticut, New Britain
- Margaret Houlikan, Teachers College of Connecticut, New Britain
- Margaret Johnson, Sullins College, Bristol, Virginia
- Verna Johnson, East High School, Akron, Ohio
- Leona Le Page, High School, Winslow, Maine
- Max R. Le Roy, Le Roy Business College, Westmount, Quebec
- Elizabeth Lonergan, High School, Maquoketa, Iowa
- Gene Lytle, Commerce High School, Portland, Oregon
- Sophia E. Nehemkis, Central High School, Newark, New Jersey
- Mrs. C. F. Noble, Merrill Commercial College, Merrill, Wisconsin
- Helen Norton, Teachers College of Connecticut, New Britain
- Sara D. Ostroff, Newark, New Jersey
- Florence C. Pletscher, Modern School for Secretarial & Business Training, Inc., New York City
- Julius A. Previts, West Technical High School, Cleveland
- LaVeda Rodenburg, High School, Springfield, Illinois
- Evelyn M. Ronco, Edison High School, West Orange, New Jersey
- Gladys D. Roscoe, High School, Dover, Delaware
- Mrs. Chas. Rowland, Zaneis School, Wilson, Oklahoma
- Therese Schuh, High School, Hurley, Wisconsin
- Irene Schwendt, High School, Reedsburg, Wisconsin
- Grace L. Sherman, High School, Santa Cruz, California
- Eleanor G. Siegel, High School, Hillsdale, Michigan
- Nann Z. Slade, Gregg College, Chicago
- Jessie L. Smith, Teachers College of Connecticut, New Britain
- Ida Solomon, Modern School for Secretarial & Business Training, New York City
- James M. Thompson, New York University, New York City
- Esther H. Vanderlas, Nebraska State Teachers College, Chadron
- Edward Vietti, High School, Murray, Utah
- Arthur M. Walling, Central High School, Newark, New Jersey
- Alice White, Crane Evening High School, Chicago
- Stella Zola, Teachers College of Connecticut, New Britain
- Sister M. Antonita, St. Augustine's High School, Chicago
- Sister Mary Divine Compassion, Our Lady of Grace School, Morristown, New Jersey
- Sister Marie de Lourdes, A.S.V., St. Louis School Academy, Lowell, Massachusetts
- Sister Mary Fidelis, F.C.J., Blessed Sacrament Convent, Providence, Rhode Island
- Sister Mary Judith, Immaculate High School, Leavenworth, Kansas
- Sister Mary Leona, St. Patrick's School, Frederiksted, St. Croix, V. I.
- Sister Mary Noel J., St. John High School, Concord, New Hampshire
- Sister Mary Xaveria, St. Patrick's School, Frederiksted, St. Croix, V. I.

Joy in Life

• A GREAT DEAL of the joy of life consists in doing perfectly, or at least to the best of one's ability, everything which one attempts to do. There is a sense of satisfaction, a pride in surveying such a work—a work which is rounded, full, exact, complete in all its parts—which the superficial man, who leaves his work in a slovenly, slipshod, half-finished condition, can never know. It is this conscientious completeness which turns work into art. The smallest thing, well done, becomes artistic.—*William Mathews.*

“It's with words as with sunbeams—the more they are condensed, the deeper they burn.”—*Robert Southey.*

“A man's reach must exceed his grasp, or what's a heaven for?”—*Robert Browning.*

The third and last article in Harold H. Smith's series on Typewriting Rhythm will appear in the March issue of the B.E.W.

COMMERCE AND CINDERELLA

Margaret Louise Wallace

Art and commerce have joined hands. The young person with an eye for beauty no longer need feel unsuited to business, for the creation of fashions is big business indeed

"COMMERCIAL ART," once the down-trodden, cindery sister of Art with a capital A, has undergone a startling metamorphosis in the last fifteen years. Nowadays, clad in the glamorous garments of Industrial Art, she is welcomed in the museums, the galleries, the palaces of trade. She goes to the ball and dances with the Prince—for if that metaphor does not hold for the young fashion artist who gets a ten-thousand-dollars-a-year job, what does?

Gone are the days when a young woman "studied Art," and then, lashed by necessity, hanging her head in shame for her high ideals dragged in the dust, "took up commercial art" to make a living. Most often she turned to fashions, receiving the noble sum of three dollars a week for forcing her artistic fingers to make sketches under high pressure in a "design factory," struggling to attain an unfamiliar skill and adapt herself to a pattern of bitter, stereotyped labor. Sometimes for weeks she was paid nothing at all, while she learned. She might paint a portrait acceptably, but she could not sketch a dress as the manufacturer must have it done.

Evolution in an Industry

The fashion industry, be it remembered, is one of the largest in the United States. In 1925, while the great steel industry was producing a little less than six and a half billion dollars worth of steel in a year, textiles and their products were valued at a little over nine billion. In 1925 the garment industries alone employed over 750,000 people. A rich ball, indeed, for our Cinderella to dance at!

Several fairy godmothers have effected her alteration: the machine, which made pretty, well-fitting clothes cheap; education and travel, which taught us to demand beauty in everyday articles; and the new psychology of pedagogy, producing an entirely different

technique in the teaching of practical art.

The relationship of art and industry has, of course, long been accepted by the public schools, and excellent courses in costume design are now in the curriculum. But time is limited there, and it is in the special schools that the true "commercial art" comes into its own. There fashion is taught as a trade. I know one of these schools—the Traphagen School of Fashion—well, and just because I was one of those girls who studied "Art" and then tried to adapt my schooling to the needs of business, it is a never-ending delight to me to see what goes on there.

This school of fashion carries on its colorful activities in a group of penthouse studios in the heart of the New York theater district, but its interests touch every avenue of the fashion trade, and its students come from everywhere. To enter the school you pass through a building which appears wholly given over to business, but on the fifth floor you enter another world, where Korean chests, Oriental hangings, Bali block prints, and reproductions of famous paintings and sculpture contest for space with racks of fashion charts, screens covered with photographs or current advertisements from newspapers, and bits of costume material from all over the world. On every side are work-rooms, "studio classrooms," we call them, where earnest young men and women study.

The students here work thirty hours a week, and often follow up the winter terms with the six-weeks summer school or work in evening or Saturday classes. Although the complete course requires two years, an ambitious or specially gifted student can often prepare in less time by taking extra classes, this being partly dependent on what branch of the work is planned—costume design, dressmaking, interior decoration, the theater, or fashion illustration.

BUSINESS TRAIN

1. Dressmaking class at work on modern costumes. 2. Textile design class. 3. Show window of a Fifth Avenue shop, displaying men's pajamas designed by students while still at school. 4. A corner of the library, with books on costumes, art, history and technical methods. 5. The Lobby. Actual Oriental costumes, and

Photographs taken at the



NG FOR FASHION

exhibit of students' designs for last year's Beaux Arts Ball. East Indian jewelry in cases along the wall. 6. A student wearing a XVth Century costume in black velvet, with hennin and veil. 7. Theatrical Costume class finishing stage clothes of their own design for a play given in New York last winter.

at the Copenhagen School of Fashion.



The founder and director of the school, Ethel Traphagen, learned the art of fashion by hard experience in the difficult old way, and determined to find an easier road for others. She is a born teacher, an artist to her fingertips, and combines with these the acumen of an alert business woman. Thirteen years ago she started her school in one classroom, with seven pupils. It now has more than four hundred in its many classes, a staff of thirty instructors, and has twice outgrown its working quarters.

Training for a Career

In this modern fashion school the student learns to draw the human figure by the time-tested method of sketching from the nude model under the instruction of a well-known artist who is also a famous teacher. But at the same time, in other classes, she is learning to draw the "fashion figure," a thing of slightly different proportions. In still another class she studies ornament—an acanthus leaf from a Greek carving, perhaps—and is immediately set to adapting that form to modern decoration, for a package or food container, simplifying it, speeding up the lines, streamlining, as it were, in harmony with modern feeling, while retaining beauty of proportion and shape. Under another teacher she studies the laws of color, and is introduced to advance information on colors that are to become fashionable, as shown in the charts of the Textile Color Card Association, with other practical information.

She studies historic costume and draws the ever-altering silhouette of women's clothes through the ages, following each as it merged into the next change, because an understanding of these is the basis of all first-rate costume design. Perhaps some high-waisted Empire lady fascinates her, or a Victorian belle in an elaborate ball gown. In a few months she is using either or both of these impressions of beauty in costume, modified in designs for this winter. The school library of costume material, with its librarians who "know where to find anything you want," as the students say, is used for such research.

But when she begins to design actual garments, the student must know the silhouette of 1937 exactly, too, as it appears in "sports,

spectator sports, morning, afternoon, and evening wear," and must design in accordance with it as interpreted by stylists from the trade, who visit the school to lecture and criticize her work as soon as she begins to make sketches for modern clothes. The stylist of the school becomes her constant companion, too, chiding, correcting, encouraging, organizing fashion shows and competitions, and finally rejoicing with the student when some design is "marketable," is liked by a manufacturer, and is bought to be made up for sale. What a moment!

Meanwhile, in one class she learns to "sketch" for manufacturers, and in another to paint and draw in detail, to "render," as it is called, fabrics of every kind, fur, feathers, leather, in different media—pencil, gouache, watercolor—which she may be called on to use in actual work. She studies English as "Fashion Journalism," learning to write captions for her own work and to describe a garment in the phrasing suited to class or mass periodicals. She learns why not to mention "Chinoiserie" when writing for a country newspaper, or "work dresses" in an article for *Vogue*.

Bringing Art to Commerce

She enters enthusiastically into competitions for modern costume designs of coats, evening gowns, pajamas, bathing-suits. Two or three hundred competitors produce designs. The winners are selected by people famous in the fashion trade or in department stores. Prizes are won. Later her instructors make it clear to her and to the rest of the class just why designs did or did not receive prizes or commendation.

She visits mills where textiles are woven or printed and processes are demonstrated to her by people who actually perform them. From the moment she starts to study, textile experts, fashion critics, manufacturers, interior decorators, and plain craftsmen talk to her and explain various skills and facts and processes. At every turn she is taught to think in the terms of industry; not to commercialize art, but to bring art to commerce.

Velvets and silks and cottons, new weaves in woolen and rayon are brought to the school, and the pupils have an opportunity

to see and feel them. Miss Traphagen says, "When you have seen and handled a fabric you can design for it."

No week passes but some exciting experience comes along. One day last winter we stood in the lobby by the long carved table on which was heaped a shining mass of Japanese and Chinese fabrics and garments, kimonos, obis, Manchu coats, amber and wine-red and blue, embroidered or woven with gold and silver. It was like being in the heart of a rainbow—a very animated rainbow, for a class of young people were actively examining the lovely fabrics, feeling them, tossing them over, studying their characteristics. Miss Traphagen stood by, explaining uses, dates, and weaves. One young man fell in love with a Chinese red brocade coat several hundred years older than he was. A red-haired girl slipped on a Nile green satin jacket with embroidered golden dragons, not considering the picture she made, but the curious cut of the sleeves. It was part of the preparation for a problem in Oriental costume design.

In this school the instructors all have worked in the fashion business and know its demands. From them the pupil learns about paints, brushes, papers, the shortcuts to efficiency; names and terms as used in modern reproduction; materials, what they cost, where obtained, how best handled.

When a girl finishes such a fashion course, she has lived for two years in an atmosphere of art applied to work, and at the same time has acquired skill as an apprentice to the fashion trade. Her imagination has been illumined, and her originality fostered and harnessed to practical results. She can use her tools. She can recognize and appraise style, knows where costume design comes from and where it goes. She is ready to be useful in a designer's studio, in a dressmaker's workroom, in the art or advertising departments of a store, or in a decorator's shop. The school finds her a job, or she finds her own. She wastes no time learning *how* to work, but goes ahead, sure she can earn her living, and hopeful that she can make a fortune, as others have. In fact, she has bridged, while still at school, the terrifying gulf that lies between the student and the craftsman.

Ball State Conference

• THE SEVENTEENTH Annual Invitational Conference of Indiana Commercial Teachers will be held February 13, in the new Arts Building of Ball State Teachers College, Muncie. Mr. M. E. Studebaker, Director of Commercial Teacher Training at Ball State, has sponsored this conference for many years.

The discussions will center around the theme, "Occupational Information."

Dr. J. H. Dodd, head of the Department of Business Education, State Teachers College, Fredericksburg, Virginia, will be a guest speaker.

Mr. John Dillon, State Supervisor of Vocational and Works Education, Works Progress Administration of Indiana, will give a report on "The State-Wide Vocational Education Survey Now Being Conducted in Indiana."

Mr. Guy Nicholson of the Evansville Public Schools, will report on "The Evansville Job Opportunities Survey."

Other speakers will report on "Federal Support of Business Education, with Special Reference to the George-Deen Law," and on "What the Public Schools Can Do with Occupational Information with Reference to Business Occupations."

The chairman of this year's conference is Mr. Elvin S. Eyster, Treasurer of Associated Activities of the North Side High School, Fort Wayne, Indiana.

• MRS. LAURA MARTIN SPILLMAN, widow of Dr. Festus W. Spillman, died at her home in Scottsville, Kentucky, on December 10.

Mrs. Spillman, who had been deeply interested from her girlhood in religious and social-welfare activities, is survived by a daughter, Jessie, and a son, Harry Collins Spillman, a well-known public speaker and the author of "Making the Business Speech Effective" and "Personality."

Mrs. Spillman leaves a large circle of friends who will sorely miss the benign influence of her cheerful spirit. To these friends and to her son and daughter we extend our sincerest sympathy.

TYPING MASTERY DRILLS

A Continuing Series

Harold J. Jones

LETTER U

DRILL 1—ua ub uc ud ue uf ug uh ui uj uk ul um un uo up
uq ur us ut uu uv uw ux uy uz

DRILL 2—uam ubj ucan udder uepin ufing ugly uhlan
uintaite uj ukase ulna umber under uo upas uq urge usual
utility uu uva uw ux uy uzara

DRILL 3—unseen alarm uang, up bend ubiety, unload camp
uncanny, urban dent udometer, usurp effect use, unite far
unfit, unequal gray ugliness, untie hunt unhook, untidy ink
unify, unbred jump unjust, ultra keen ukulele, union lamp
ultimate, ulterior muse umpire, umbrella new unable, united
once unoriginal, ulcer pamper upholster, unwind quick
unquiet, uprise rent urchin, upset sand useful, unveil ten-
ant utter, user utmost usury, utilize vail uvula, upon
whale upward, utensil xenial uxorious, unwind yes unyoke,
unbury zeal uzifer

DRILL 4—unit 7 undo uplift 7 urn 7 yak yield yet youth
ire irk it ivy 7 iris jim jup 7 jump 7 jail jaunt jib
usher usance juicy jungle junto unicorn

LETTER V

DRILL 1—va vb vc vd ve vf vg vh vi vj vk vl vm vn vo vp
vq vr vs vt vu vv vw vx vy vz

DRILL 2—vary vb vc vd vertex vf vg vh vital vj vk vl vm
vn voice vp vq vr vs vt vulgar vv vw vx vying vz

DRILL 3—vacant accrued vamp, visit beast vibrate, vague
catch vacate, vaccinate den vadium, vail edit veer, vale
from fever, void gone vogue, vend hit vehicle, valor inch
villa, valve jug java, veil kit vaka, vane lease valance,
vapor move vampire, varied novice van, vair ocean volumn,
valise peach vapid, veld quiet quiver, victor rim virus,
verify stem vest, valid tumble vat, vial usury vulture,
victim vein savvy, vie wax view, venial xenthin vex, vile
yet vye, vius zebra viz

DRILL 4—vic valve vice vaccine cab cat cafe can cuff fact
face fib fad fag bib beef biff bin back goggle gong golden
gleek globe giggle vitrify vogue venue

* We quote from a bulletin issued January 15 by Miss Lola Maclean, national membership chairman of the Department of Business Education of the N. E. A.:

The membership in California this year will soon

be equal to the entire national membership of 1932. The membership of New Jersey, New York, Pennsylvania, Indiana—four states—as of December, 1936, was equal to the membership of all the states in 1934. The membership is now over 2,600.

WORDS THAT NEED WATCHING

Maurice H. Weseen

*Classroom boners are entertaining—but not in your classroom.
Let this authority on English help you illuminate the word trails
your students must travel*

WORDS that have some resemblance in sound or appearance and also some relationship in meaning need double attention. The relationship between a pair of words may be very real and yet be too remote to make the words interchangeable. Some words that have been interchangeable in the past are not so at present. The careful user of language must know not only the essential meanings of words but also the tendencies of present usage with reference to the words in our language.

Words Easily Confused

In the best present usage, *admittance* refers to physical entrance, as "By some means he gained admittance to the building." The sign "No admittance" is equivalent to "Keep out." *Admittance* is the proper word in such a case.

In the best present usage, *admission* refers to reception or initiation into rights and privileges, often such as are dependent upon membership in an organization, as "his admission to the club, lodge, or church," and "the admission of immigrants." When physical entrance and access to privileges are combined, *admission* is the preferred form, as "admission to a concert, a play, or a game."

Admission is sometimes used to mean the price or the fee that is charged for entering, but *admission charge* is preferred in this sense. A sign intended to convey the information that no charge is made for such privileges should read "No admission charge" or "Admission free."

A Shetland pony, advertised for sale, is described as "beautiful and gentile." The advertiser or the printer slipped up that time. *Gentile* is a noun. In its broadest sense it means a person who is not of our nationality or our faith. According to the Jews, a gentile

is one who is not a Jew. According to the Christians, a gentile is one who is neither a Christian nor a Jew.

A Shetland pony could hardly qualify under any of these classifications. The advertiser of course meant to say *gentle*. This adjective once meant well born and well bred and it is still in good standing in this sense, but it is now used chiefly in the sense of quiet, kind, tender, and meek. This divergence of meaning makes it possible for one to be a gentleman without being a gentle man.

The adjective *genteel* once meant well bred, elegant, and polite. It has lost its high standing and is now usually depreciatory, implying affectation of these qualities. All three of these words, *gentile*, *gentle*, and *genteel*, derive from the Latin word *gentilis*, meaning of the same clan, tribe, or race. But this fact of a common source does not make the derivatives interchangeable today.

A news report concerning an airplane crash refers to the ill-fated machine fourteen times as a plane and thirteen times as a ship. One of these short-cuts might be excusable in the interest of time and front-page space. But the alternation between them is not excusable. There is a correct name and it should be used. *Airplane* has been officially adopted by the United States Army and Navy to denote heavier-than-air craft that are driven by propellers. Such craft are known as monoplanes, biplanes, triplanes, quadruplanes, and multiplanes. *Aeroplane*, the older name, is also in general use. *Airship* is the official name of lighter-than-air craft, especially a dirigible balloon for navigating the air. Airships are also called *aerostats*.

No such form as *airial* is recognized in dictionaries. *Aerial* is the correct adjective meaning like the air, consisting of air, or

done in the air. The use of *aerial* as a noun meaning an antenna used in wireless telegraphy and radio telephony is of recent introduction but already well established, at least popularly.

In present usage, *amiable* applies to persons directly, and denotes an agreeable and a good-natured disposition. *Amicable* means peaceable or harmonious and applies chiefly to arrangements, settlements, or relationships between persons. "Amiable persons usually make amicable adjustments."

The adjectives *abysmal* and *abyssal* have been used interchangeably to denote anything like an abyss. In present use, *abyssal* is the literal and scientific term in referring to the deep sea, as "abyssal animals" and "abyssal rocks." *Abysmal* has the more figurative senses of bottomless, fathomless, and boundless, as "abysmal ignorance" and "abysmal curiosity."

In the literal sense of moving from a lower to a higher position, *rise* is the correct word. One may correctly arise from a chair or a bed, but *rise* is now preferred. A discussion, an argument, a quarrel, a contest, and a war may arise—that is, originate—from a personal jealousy. This sense of having its origin or first existence is about the only one left to *arise*. In all other senses, present usage prefers *rise*.

Countries—Real and Unreal

Certain proper nouns and proper adjectives should be mentioned in this connection. Arabia is a large country in southwestern Asia. *Araby* is a poetic name for that country, often used loosely to designate any remote and mysterious land.

Acadia is the former name of the province in Eastern Canada that is now named *Nova Scotia*. *Arcadia* is the name of a rural district in Southern Greece. Figuratively and poetically, *Arcadia* is used to name any pastoral region where the simple life prevails. *Arcady* is a variant form in this sense.

Argentina is a noun, the name of a South American republic. *Argentine* is an adjective relating to that republic, as "the Argentine Republic," "Argentine exports," and "Argentine plains." A native of that republic is called an Argentine or an Argentinean.

Camera Contest Winners

A. A. Bowle

• Which is the best picture submitted by a teacher? By a student? By an office employee? It was an interesting problem that confronted the judges of the B.E.W. Camera Contest.

The photograph (No. 5 opposite) of the young lady enmeshed in a typewriter ribbon tickled our risibilities, and we are glad the judges picked it as No. 1 in the student group. The beribboned maiden does not seem unhappy; no doubt she will pull through it all. The \$5 award to Miss Mary I. Ryan.

The typewriting designs shown at the top of the opposite page were made by students. And don't the spectators vie with the designs in beauty! First prize of \$5 in the teacher group to Sister M. Corda, O.S.B.

The picture of the crocodiles on page 267 of our December issue was a sure-fire winner. First prize of \$5 in the office-employees group to Donald Crosby, Roselle Park, New Jersey.

Honorable Mention and a prize of \$1 go to each of the following:

Mrs. Urban C. Wakefield, People's Academy, Morrisville, Vermont, for her photograph of the "antique" typewriter contest, which appeared in the December B. E. W.

Miss Melba G. Maurice, for the picture of Bill Peterson, Illinois State Typewriting Novice Champion, No. 2 on the opposite page. Eleanor Olson and Annabelle Royer, 65-words-a-minute writers, are shown with Speed-Typist Peterson.

Miss Waneta DeForest Ohmen, for picture No. 3, of a class in a hangar at an aviation field, where enlisted men are trained to become army clerks. "The tap, tap, tap of the machines is mingled with the roar of propellers all during class," writes Miss Ohmen. This picture might be entitled "Learning in the Midst of Uproar."

Miss Laura M. Hoefer, for the picture of the officers of the Benjamin Franklin High School Commercial Honor Society (No. 4 on the opposite page), of Rochester, New York, an organization whose purpose is to give recognition to students of excellent scholarship who have proved their personal integrity and loyalty to the school.



First Prize Teachers

CAMERA CONTEST WINNERS



1. Beautiful typewriting designs admired by beauty! Photo by Sister M. Corda, O.S.B., St. Mary's High School, Bismarck, N. D.

2. State Novice Champion Bill Peterson, writing 95 words a minute without error! Photo by Miss Melba Maurice, High School, Morris, Illinois.

3. Typewriters almost as thunderous as the aviation engines that roar over the hangar where these enlisted men train to be army clerks. Photo by Miss Waneta De Forest Ohmen, Evening High School, Riverside, California.



4. An induction service in the Benjamin Franklin High School Commercial Honor Society of Rochester, New York. Photo by Miss Laura M. Hoefer, of Rochester.

5. "Happy girl in distress," we'll label this one. She'll learn somehow, some day! Picture by Miss Mary I. Ryan, D'Youville College, Buffalo, New York.



First Prize Students

THIRTY-NINTH ANNUAL CONVENTION OF THE

Cleveland, Ohio, December 28-31, 1936



ARTHUR F. TULL
President, 1936

CLOSING its thirty-ninth year of service, the National Commercial Teachers Federation met at Cleveland during the Christmas vacation with a membership that crossed the 2,000 mark for the first time in the existence of the Association.

Chicago, the meeting place of the convention for many years, and a host whose hospitality has made us all feel royally welcome, now has a noteworthy rival in Cleveland. With the convention program and social pleasures still vivid in our memory, we congratulate Cleveland and every member of the local committee, headed by E. E. Merville, President of Spencerian College.

As we stood in the halls of the Cleveland Hotel at the close of the convention and listened to the comments on all sides of us, it seemed that the feeling was unanimous that this convention reached a new height in the educational value of its program and in the warmth of fellowship that prevailed.

President Arthur F. Tull, Mrs. Tull, and their two daughters with their graciousness and charm made us feel as if we were meeting in their own home.

As announced in an editorial in the December issue (page iv) the B. E. W. is not reporting convention addresses, leaving this duty to the association editors. The editorial service rendered the members of the Federation is exceptionally complete under the direction of Miss Eleanor Skimin, editor of the Publications Committee, and her associates, William R. Foster and Robert R. Aurner.

The Federation publishes a yearbook known as the "Business Education Outlook" and a quarterly journal. Our readers will be interested in the future plans of the committee in regard to this quarterly journal. It is

proposed to name this journal the *Business Education Digest* and to pattern it after the *Reader's Digest*, filling it with digests of articles appearing in all the business education magazines and also with brief summaries of many of the papers prepared for the Federation program. We wish the Federation success in this proposed service.

There were two high points in the Federation program—the beautiful music rendered by the Orpheus Choir of Cleveland, directed by Mr. Charles Dawe, and the address by the Honorable Newton D. Baker, former Secretary of War. We hope that his complete talk will be given the widest possible publicity. It was directed to teachers regardless of the subject taught.

Mr. Baker gave a dignity and a high purpose to all our teaching that lifted us completely out of our routinized procedure and sent us back to the classroom at the beginning of a new year with the clarity and breadth of vision that every teacher must have to be worthy of his profession. Here is a transcript of some of the notes we jotted down during his address.

We must be prepared to receive and understand the product of genius when it is tended to us. This brings us to the function of education. Is the education of which you are a part preparing the mind and heart of this generation to receive gladly and to use widely the work of genius if it should be produced for us? Are we creating an atmosphere in which genius can be expected to thrive? If we are not, then, so far as my reading of history is concerned, genius will be silent in an inhospitable atmosphere.

What has been the most striking development in the past hundred years in human experience? The industrial revolution. The application of machinery to the production of articles which minister to the happiness and comfort of persons.

The principal characteristic of the industrial age is that a machine will handle in a purely mechanical fashion a product which before had been wrought out by human fingers and guided by the human mind. Every time the machine works the thought works, but it is the thought of the inventor and not of the operator. We

NATIONAL COMMERCIAL TEACHERS FEDERATION

Theme: Enriched Teaching Procedure



Dr. Gregg presenting Cleveland's Mayor, Harold H. Burton (right), with a copy of the first edition of his shorthand manual after having received from the mayor the key to the city.

President Tull discussing a "weighty convention problem" with his family—Roberta, Mrs. Tull, and Mrs. Dorothy Strong.



Two association presidents, Arthur F. Tull (NCTF) and Nathaniel Altholz (ECTA) admiring the magazine Mr. Tull is holding.



NCTF trio who were too busy to sing: Vice President McClellan, Treasurer Miller, and Local Chairman Merville.



Out of the West came J. I. Kinman, Spokane; E. M. Smith, San Francisco; and three Texans—Elizabeth Smellage, Rupert SoRelle, and Florence Stullken.

are headed towards a complete set-up of mind conformity. Instead of having minds that are rendered subtle and flexible by continuous use, we have minds that have learned to go to sleep on the job. The importance of that arises when we reflect that we live under a democratic form and theory of government.

Are you content to have the education which you impart a purely mechanical, material education, or do you see the necessity for giving a spiritual content to every form of education? Every teacher should read the book "And Gladly Teach," by Bliss Perry.¹

If you are content to teach stenography or bookkeeping or typewriting to be followed in the spirit of the man and woman who tend the knitting machine, however efficiently you turn out a product from the citizens' point of view, you will be a failure. But to the extent to which you can accompany with it a consciousness bred in your student that the education you are giving is valuable only as it applies to life and seasons and strengthens the mind and makes the recipient better qualified to take part as a citizen in the extremely complicated affairs of modern times, your education is generalized in its interior meaning as well as specialized in its external meaning.

We have subjected mankind to a new peril by the radio—mob psychology over the radio. The only answer that I know is the answer that education must give. I know how slow it is; yet, as the preservation of liberty depends upon our doing away with the coercive pressure of the minority in the behalf of selfish influence, our only hope lies in the common man educated to believe that the moon is not made of blue cheese.

Convention Highlights

Visual education is receiving increasing attention by convention program committees. This was evident at the Cleveland meeting. At a combined session of the public and private schools departments, Mrs. Elizabeth Gregg MacGibbon, author of "Manners in Business," presented a playlet called "The Job Hunt."

The playlet was followed by an elaborate style show featuring the latest creations for the business woman, modeled through the courtesy of the May Company of Cleveland. This program was arranged by Cleveland teachers. Mrs. MacGibbon and her cast convinced the entire audience of the tremendous potential possibilities of effective training in personality through the use of the play.

We believe that this is the first time in the

¹ Published by Houghton-Mifflin, 1935.

history of the association that the public schools and the private schools departments have held a joint meeting and we sincerely hope that Mr. Tull's innovation will remain as a permanent feature of the convention.

Another and equally effective illustration of the value of visual education in the teaching of business subjects occurred in one of the sessions of the Secretarial Round Table. E. W. Harrison, head of the commercial department of the John Hay High School, Cleveland, and his associates presented a motion-picture film showing several of their typewriting students demonstrating correct typewriting technique. Interest was added to the demonstration because the students were all prize winners at the International Schools Contest held last June in Chicago.

Our readers will be interested in another development in visual commercial education. The *March of Time* program for January was devoted to women in business. An important section of the picture showed the part that high schools play in the training of women for business.

The commercial department of Central High School, Newark, New Jersey, was selected for the setting of the pictures. Eight men from Paramount Pictures spent four hours in this school taking shots featuring the teaching of shorthand, typewriting, and office appliances. Raymond C. Goodfellow is the director of commercial education for the City of Newark.

A new list of motion picture films for use in teaching business subjects will appear in the March issue of the B.E.W., supplementing Lawrence Van Horn's article on pages 421-423 of this issue.

The New Officers

At the business meeting held on the last day of the convention, Chicago was selected as the convention city for 1937 and the following officers were elected.

President: L. M. Hazen, Head of Commercial Department, Shaw High School, East Cleveland, Ohio.

First Vice President: R. G. Walters, Director of Teacher Training and Personnel Officer, Grove City College, Grove City, Pennsylvania.

Second Vice President: Agnes E. Meehan, George Washington High School, Indianapolis.

**Federation
Officers
for 1937**



L. M. HAZEN
President



R. G. WALTERS
First Vice President

**Elected at
Cleveland
Convention**



AGNES E. MEEHAN
Second Vice President



J. MURRAY HILL
Secretary



JAY W. MILLER
Treasurer



ELEANOR SKIMIN
Editor Yearbook



WILLIAM L. MOORE
Public Schools



GEORGE A. MEADOWS
Private Schools



GUY DANIELS
Administrators



HARRY W. HARR
Accounting



J. EARL ZIMMERMAN
Social-Economic



FLORENCE STULLKEN
Secretarial



DR. E. G. KNEPPER
College Instructors



THOMAS REDFIELD
Office Machines

Secretary: J. Murray Hill, Vice President, Bowling Green Business University, Bowling Green Kentucky.

Treasurer: Jay W. Miller, Director of Courses, Goldey College, Wilmington, Delaware.

Executive Committee: L. M. Hazen; Arthur F. Tull, President, The Business Institute, Detroit; H. M. Owen, President, Brown's Business College, Decatur, Illinois; Dr. E. G. Blackstone, Director of Commercial Teacher Training Division, University of Iowa, Iowa City; J. Murray Hill.

Staff of the "National Business Education Outlook" (Federation Yearbook): Editor: Eleanor Skimin, Northern High School, Detroit. Associate Editors: William R. Foster, East High School, Rochester, New York; R. R. Aurner, University of Wisconsin, Madison.

Private Schools Department: Chairman: George A. Meadows, President Meadows-Draughon Business College, Shreveport, Louisiana. Vice-Chairman: J. I. Kinman, President, Kinman Business University, Spokane, Washington. Secretary: Mrs. G. W. Puffer, Fountain City Business College, Fond du Lac, Wisconsin.

Public Schools Department: Chairman: W. L. Moore, John Hay High School, Cleveland. Vice Chairman: W. T. Greene, Pershing High School, Detroit. Secretary: Zellma Bundy, John Marshall High School, Cleveland.

Administrators' Round Table: Chairman: Guy Daniels, Bosse High School, Evansville, Indiana. Vice Chairman: A. E. Forsman, Roosevelt High School, Des Moines, Iowa. Secretary: Florence Breen, Brown's School of Business, Milwaukee.

Bookkeeping and Accounting Round Table: Chairman: Harry W. Harb, Madison College, Madison, Wisconsin. Vice Chairman: J. W. Alexander, Professional School of Accounting & Finance, Cleveland. Secretary: Nora Forrester, North High School, Wichita, Kansas.

College Instructors' Round Table: Chairman: Dr. E. G. Knepper, Bowling Green State University, Bowling Green, Ohio. Vice Chairman: H. A. Andrus, State Teachers College, Bloomsburg, Pennsylvania. Secretary: Eldora Flint, University of Akron, Akron, Ohio.

Secretarial Round Table: Chairman: Florence Stullen, University of Texas, Austin. Vice Chairman: J. Walter Ross, South Hills High School, Pittsburgh. Secretary: Marguerite Lamar, Kent State University, Kent, Ohio.

Social-Economic Round Table: Chairman: J. Earl Zimmerman, John Muir School, Parma, Ohio. Vice Chairman: Elvin S. Eyster, Director of Guidance and Head of Business Department, Fort Wayne, Indiana. Secretary: Mrs. Marion Tedens, Supervisor of Typewriting, Public Schools, Chicago.

Office Machines Round Table: Chairman: Thomas Redfield, Milwaukee Vocational School, Milwaukee.

Vice Chairman: Helen M. Beaumont, John Hay High School, Cleveland. *Secretary:* Leora Johnson, Cedar Rapids Business College, Cedar Rapids, Iowa.

New Supervisor for Texas

• DR. ELIZABETH SMELLAGE has recently been appointed supervisor of commercial education for the state of Texas. For the past three years she has been a deputy superintendent, with headquarters in Austin. She retains this position and in addition now has charge of the program that is being set up for commercial education in the state.

Dr. Smellage is a graduate of Southern Methodist University, from which she obtained her degrees of B.A. and M.A. Her doctor's degree was obtained from New York University. She has had extensive teaching experience in the public schools of Texas, particularly in the schools of Dallas.

Southwestern Private Schools

• THE SOUTHWESTERN Private Commercial Schools Association held a very successful meeting in Dallas, Texas, on November 27 and 28. The following new officers were elected at the meeting:

President: J. E. George, Enid Business College, Enid, Oklahoma (re-elected).

Vice President: Sam E. Knight, Central City Commercial College, Waco, Texas.

Secretary-Treasurer: Miss A. M. Suhr, Massey Business College, Houston, Texas.

Directors: A. N. Beasley, Tyler Commercial College, Tyler, Texas; L. Vincent, Vincent Business College, Lake Charles, Louisiana; L. T. Nichols, Draughon's Business College, Oklahoma City, Oklahoma; B. L. Smalley, Smalley Commercial School, Houston, Texas.

Teachers' Division: President: G. I. Ferrand, Meadows-Draughon College, Shreveport, Louisiana.

Vice President: W. C. Cubberly, Bish-Mathis Institute, Longview, Texas.

Secretary-Treasurer: Mrs. Sarah DeWitt, Central City Commercial College, Waco, Texas.



• EVERYTHING THAT ONE DOES or comes in contact with leaves its imprint upon him. G. Stanley Hall says, "One tenth of what we hear; three tenths of what we see; five tenths of what we say; and seven tenths of what we do become a part of us."—*Education*, January, 1937.

A SHORTHAND GRADING SCALE

Lawrence A. Jenkins

This scale, with the typewriting grading scale described in the November B.E.W. (page 178), is used successfully by the author at Morristown, New Jersey, High School

GRADING SCALE SHORTHAND I, SECOND SEMESTER 5 Minutes' Dictation

DICTATION RATE	FIRST SIX WEEKS		SECOND SIX WEEKS		THIRD SIX WEEKS	
	Accuracy %	Grade	Accuracy %	Grade	Accuracy %	Grade
40	95	A+	98	A+	98	A+
	90	A-	93	A-	96	A-
	85	B	88	B	93	B
	80	C	83	C	89	C
	75	C-	78	C-	85	C-
50	90	A+	95	A+	97	A+
	85	A-	90	A-	94	A-
	80	B	85	B	92	A-
	75	B-	80	C	89	B
	70	C	75	C-	85	C
60					83	C-
			92	A+	95	A+
			87	A-	90	A-
			82	B	84	B-
			77	C+	82	C
70			74	C	80	C-
			70	C-		
			90	A+	93	A+
			85	A-	88	A-
			80	B	80	B-
80			75	B-	76	C
			70	C	70	C-
			65	C-		
					90	A+
					85	A-
					80	B
					75	B-
					70	C
					65	C-

RULES FOR MARKING TRANSCRIPTS:

Any word that is not exactly like the printed copy (as dictated) is counted an error. This includes plurals, past tense, etc.

One error for each word omitted.

One error for each word filled in above the number dictated.

One error for transposition.

One error for punctuation mark that changes the context.

One error for misspelled word (same word can be charged for only once).

DEPARTMENT REQUIREMENTS—For credit: Yearly average of 70 per cent.

Prerequisite for Shorthand II: 90 per cent accuracy in 50-word dictation; 85 per cent accuracy in 60-

word dictation; average of 80 per cent for the year; recommendation of the teacher. These minimum accuracy requirements must be met at least once.

The scale shown below is used in the grading of shorthand transcripts for daily assignments during the last two marking periods. Letters are marked *passing* or *failing* accord-

GRADING SCALE

SHORTHAND II

5 Minutes' Dictation

Dic- tation Rate	SEPT.-OCT. 15		OCT. 15-DEC. 1		DEC.-FEB. 1		FEB.-MAR. 15		MAR. 15-APR. 30		MAY-JUNE	
	Accuracy %	Grade	Accuracy %	Grade	Accuracy %	Grade	Accuracy %	Grade	Accuracy %	Grade	Accuracy %	Grade
60	95	A+	98	A+	98	A+						
	90	A-	93	A-	96	A-						
	84	B-	88	B-	93	B-						
	82	C	85	C	90	C						
	80	C-	84	C-	88	C-						
70	93	A+	95	A+	98	A+						
	88	A-	91	A-	94	A-						
	80	B-	84	B-	91	B-						
	76	C	80	C	88	C						
	70	C-			85	C-						
80	90	A+	92	A+	95	A+	98	A+				
	85	A-	87	A-	91	A-	94	A-				
	80	B-	82	B-	87	B-	91	B-				
	75	C	77	C	84	C	88	C				
	70	C-	75	C-	80	C-	85	C-				
90							95	A+	96	A+	98	A+
							90	A-	92	A-	96	A-
							85	B-	87	B-	91	B-
							80	C-	80	C-	84	C-
100							93	A+	94	A+	95	A+
							88	A-	89	A-	90	A-
							81	B-	82	B-	85	B-
							75	C-	76	C-	80	C-
110											90	A+
											85	A-
											80	B-
											75	B-
											70	C-
120											85	A+
											80	A-
											77	B-
											71	B-
											65	C-

ing to the number and kind of errors, as described below. It is to be understood that when we use the term *passing* we are not thinking of acceptable standards in a business office; we are using, rather, a guide for determining the student's skill in transcription and the rating of this skill as expressed in a percentage figure for report-card purposes.

For a letter to be passing, it must contain not more than three major errors (marked with a circle) and three minor errors (marked with an X). A paper may be passing with four minor errors, but it cannot contain more than three major errors.

MAJOR ERRORS

Erasure (not acceptable)
Wrong word (changes context)
Misspelled word
Strikcover
Typographical error
Punctuation (changes context)
Centering of the letter

MINOR ERRORS

Punctuation (hyphen, dash, quotation marks)
Wrong word (does not change context)
Enclosures (at end of letter)

All transcripts must be transcribed at Civil Service rates of 10 words a minute to begin with. This rate is raised one word a minute every two weeks. At least three transcripts are given each week.

RULES FOR MARKING TRANSCRIPTS.—Same as shown for Shorthand I grading scale.

DEPARTMENT REQUIREMENTS.—For credit: 85 per cent accuracy on 90-word dictation; 80 per cent accuracy on 100-word dictation.

For office practice: 95 per cent accuracy on 100-word dictation; yearly average of 85 per cent; recommendation of teacher. Minimum requirements must be met at least once.

A Prize Suggestion

• FOUR FLORIDA high school seniors were interested attendants at the Southern Business Education Association Convention held in Knoxville, Tennessee, during Thanksgiving week. They were guests of Mr. and Mrs. J. Harry Benson, having won highest awards in business education at the Bradford High School, Starke, Florida. Mr. Benson provides a free trip to this convention or similar meetings each year for those high school seniors who have the highest scholastic averages in business education.



TOP ROW (left to right): OLETA SMITH, MRS. J. H. BENSON, JESSIE MAY BRANNEN, ETHEL TAYLOR.
BOTTOM ROW: ARLIE SPONHOLTZ, A. J. GRIFFIS, L. A. GRAY, J. HARRY BENSON.

The Bradford High School has an enrollment of less than 300 students but has about half that number in the business department, of which Mr. Benson is head. The curriculum as arranged by Superintendent A. J. Griffis and Principal L. A. Gray offers a wide range of business subjects.

Mr. Benson is president of the Florida Business Teachers' Association and had charge of business teacher training at the University of Florida last summer.

The accompanying picture shows the four honor students for 1936 with the officials of the school.

Western Washington Commercial Teachers Organize

• ON DECEMBER 19, a group of commercial teachers from Western Washington met in Seattle and organized the Western Washington Commercial Teachers' Association. The meeting was sponsored by the Snohomish County Commercial Teachers.

Mr. Josef S. Blue, head of the commercial department, Everett High School, was elected temporary president and Miss Noel Carmichael, also of Everett, temporary secretary. Permanent officers will be elected at a meeting to be held in May, in conjunction with the state typewriting contest.

The following committee was appointed to draw up a permanent constitution:

Cora Lynn Smith, Everett, Chairman; J. E. Chamberlin, Roosevelt High School, Seattle; Ada Seabury, Snohomish; Luella Jones, Edmonds; John Blankenhorn, Longview; and Frank Hamack, University of Washington.

PROBLEMS IN DUPLICATION

J. Wesley Knorr and Bernice C. Turner

No longer need the busy teacher puzzle over the technical names for the tools of duplicating equipment. Here are explanations and descriptions of some of the most useful ones

YEARS ago a carpenter could get by with a hammer, a saw, and a plane. Today he must have a complete tool chest to accompany him on the job. The same is true with duplication, because one can do much better work and save both time and labor if he has complete equipment.

Those engaged in professional duplicating sometimes take for granted that everyone working with the stencil method of reproducing copies is familiar with the equipment available. However, those instructors who use duplicating equipment only as a necessary evil attached to a shorthand and typewriting course often do not have time or opportunity to learn about the "tools of duplicating" which are so necessary and helpful.

TRACING SCOPES. Recognition of the value of illustrations in duplicating has brought to the market a number of devices whereby drawings and ruled forms can be easily traced. Besides lighting the subject to be traced, the scope provides clamps for the fastening of the stencil, insuring a firm writing surface. Excellent tracings can be made, after a little practice, by anyone, even though he does not have special artistic ability. Designs and drawing books are also available, to assist the person cutting the stencil or planning the layout.

WRITING BOARDS. In order to prevent the tearing of delicate stencil fibers, it is advisable to back the stencil with a transparent writing board when using a stylus in making drawings or rulings. The writing board is inserted between the stencil and the backing sheet to provide a firm drawing surface. The board will become marked through frequent use but can be readily cleansed with soap and water.

SHADING BOARDS. The shading board provides a means of shading drawings with an evenness that adds to the attractiveness of

illustrations. Several shading boards are available; they can be used singly or in combination. A ball-point stylus is used in working with shading boards.

SCREEN PLATES. Steel shading plates offer intricate designs which add a professional touch to the work. These plates are not transparent, as are the boards mentioned in the preceding paragraph, but little difficulty will be encountered after the operator has had some experience with them.

LETTERING GUIDES. The ability to do free hand lettering is a valuable asset, but with transparent celluloid lettering guides any one can do an attractive lettering job on a stencil. The guide provides one alphabet of almost any style of lettering desired, such as modern, italic, or shadow. The guides are available in several letter sizes.

For those confronted with the problem of making stencils for music classes, a special music guide is obtainable that produces excellent results.

Styli for Many Uses

STYLI. The medium-point stylus is in general use for signatures, ordinary rulings, and drawings.

The needle-point or loop stylus should be used where very fine rulings are necessary. The loop stylus is most effective for cross rulings, in which the medium-point stylus tends to pull and tear the stencil fibers.

The wheel stylus is provided in various forms and takes care of special rulings, such as double lines, dot and dash, or dotted lines.

For all work with shading boards or plates it is necessary to use a ball-point stylus, which is best used with a rotary motion to insure evenness of the shading.

Lettering styli must be used when lettering guides are used. The lettering stylus is equipped with a hook point to enable it to

assume the necessary vertical position in the guide when it is in use.

STENCIL CEMENT. After considerable time has been expended in making a drawing it is often advisable to preserve it for use on another stencil. After removing the original stencil from the machine, dry it carefully and cut out the drawing wanted for future use, leaving wide margins.

When you wish to use the drawing on another stencil, cut out a piece of the new stencil slightly larger than the illustration but smaller than the patch, and insert the drawing in this space, using stencil cement on all four sides to hold it in place. The cement will prevent ink from seeping through. The drawing can be easily removed from the stencil after it has been taken from the machine and can be used again and again.

INSETS. Professional artists place their talents at the disposal of duplication through the medium of insets—an innovation in the field of duplicating.

The original drawing is photographed and a machine-cut stencil is made. Prepared insets are inexpensive and easy to use, and they save time. They can be used more than once by following the method described under "Stencil Cement."

The question of cost of equipment is sometimes an obstacle, but, inasmuch as the equipment in most cases will last for years, the initial cost is not really so great as it appears at first glance.

New E. C. T. A. Editors

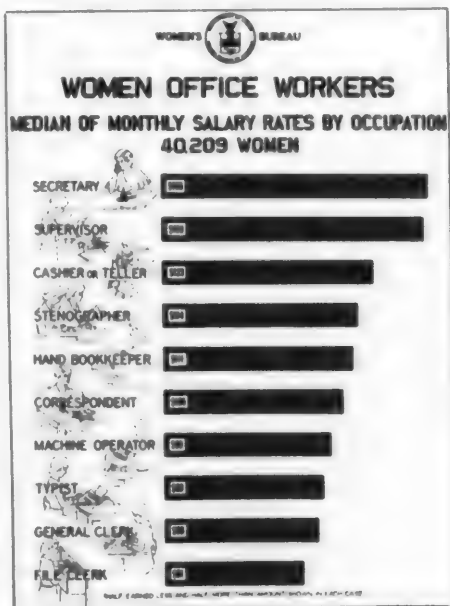
• THE EXECUTIVE COMMITTEE of the Eastern Commercial Teachers Association has appointed three assistants to Clinton A. Reed, its yearbook editor. Mr. Reed is New York State Supervisor of Commercial Education.

The men appointed are Professor D. D. Lessenberry, University of Pittsburgh; Louis A. Rice, Assistant Principal of the Packard School, New York City; and John Fiedler, First Assistant in Stenography and Typewriting, Bushwick High School, Brooklyn, New York. These men will also aid in the development of the program of the Boston meeting of the association, March 24-27.

New Government Aids for Teachers

• **COMMERCIAL TEACHERS**, vocational counselors, and all others interested in the problem of women in clerical work will find of interest the set of seven charts, each 24 by 32 inches, recently issued by the Women's Bureau, Department of Labor. Based on surveys in several large cities, the charts deal with the following subjects and treatments relating to women office workers:

1. The most common hour schedule—depicted on a large clock.
2. Salary rate by occupation (per cent distribution)—decorated with a striking silhouette.
3. Salary rate by occupation (median)—embellished with marginal sketches. (See illustration.)
4. Salary rate by city—pictured by four metropolitan skylines.
5. Salary rate by type of office—portrayed on skyscrapers as a background.
6. Salary rate by age and experience—represented by Father Time.
7. Salary rate by sex in Chicago—illustrated by a view of Michigan Boulevard.



The Superintendent of Documents, Washington, D. C., has copies of these charts available at 15 cents apiece, or \$1.05 a set.

BOOKKEEPING CONTEST No. 3

Milton Briggs

The B. E. W. offers cash prizes to your bookkeeping students for the solution of contest problems, of which this is the third

ASSUME that you have been chosen treasurer of the Jolly Juniors, a club organized to promote social life and good fellowship among the boys and girls in your community. The club will meet every Friday evening during the winter at the homes of its members. Occasionally the club members will rent a small hall for a dance or entertainment. At such times, guests, relatives, and friends of the members will be invited.

The following are Jolly Juniors:

Marion Bonner, Charles Auger, Andrew Goodwin, Florence White, Leah Partington, Doris Douglas, Frederick Sheard, Kenneth Williams, Elizabeth Goodwin, Harry Stanley, Ernest Geary, Barbara May, Flora Fisher, Hazel Hutton, Donald Dunn, Baptiste Vercellone, Evelyn Turner, William O'Brien, Mary V. Leonard, John Dormie, Vivian Zerbone, Thomas Shanks, Norman Ingalls, Gertrude Machado.

On a sheet of cross-ruled paper make an alphabetical list of the names of club members, last names first, and place weekly dates at the top of each vertical row of squares. Begin with February 5 and end with April 5. (Do not forget to add your own name to the list of members.)

Dues will be ten cents a week and will be used to pay the expenses of entertainments and parties to be conducted by the club, as well as for refreshments to be served at the weekly meetings.

Using a single-page cash book with proper explanation space and two money columns at the right-hand side of the paper, make a record of the following information:

February

5. We held our first club meeting tonight at the home of Charles Auger. All who had been invited were present; all joined and agreed to pay dues of ten cents each week beginning with the next meeting. Meetings will be held at homes of Club members in alphabetical order.

12. Collected dues. All members were present and paid. (Make record in the cash-receipts col-

umn of the cash book with a proper explanation; and on the dues record sheet bearing the list of names of members place a check mark under the date, February 12, beside the name of each member. Follow the same procedure after each club meeting. When a member is absent or does not pay his dues, simply omit his check mark for that date. This omission will, of course, indicate that he has not paid his dues.)

19. Gave Charles Auger \$1 to give to his mother toward the cost of refreshments which she served at the first meeting of our club, February 5. Also gave \$1 to the member at whose house we met tonight for the same purpose. (Use the name of the member when making your record in the cash book.) Collected dues from all members.

26. Collected dues from all members except Andrew Goodwin and Florence White, who were absent. Paid \$1 toward cost of refreshments.

27. Took 50¢ from club funds to buy a treasurer's cash book. Bought decorations at the Kresworth Five and Ten Cent Store to be used at the party planned for our next club meeting. These cost \$1.25.

Total, balance, and rule your cash book. Bring down the balance under date of March 1.

March

4. Receipts from a cake sale conducted by the girls of the club at a downtown department store last Saturday amounted to \$5.40.

5. All club members paid dues except William O'Brien. The two who were absent last week paid double. Contributed \$1.50 toward the cost of our party tonight.

12. Collected dues. William O'Brien was absent again; Doris Douglas and Donald Dunn were also absent. Contributed \$1.25 toward expenses of our meeting tonight. Elizabeth Goodwin reported that William O'Brien is ill, so the club members voted to send him a basket of fruit. Also voted to hire Healey's Hall for a dance February 19 instead of the regular meeting.

13. Paid the Corner Fruit Store 75¢ for the basket of fruit sent to William O'Brien.

19. Held a dance tonight in place of the regular club meeting. No dues were collected this week. Forty-five couples attended the dance; each couple paid 75¢.

20. Paid William Healy \$5 for the use of his hall for our dance. Also paid the Merrymakers orchestra which played at the dance, \$9.

22. Paid florist bill from James Murray covering

THE COUNTING HOUSE

James A. McFadzen, Editor

Now that most bookkeeping students have completed the first cycle, teachers will be interested in this test, prepared by Mr. McFadzen

OBJECTIVE TEST ON DEBITS AND CREDITS

Directions: Determine whether the statement is true or false. If the statement is true, write a capital letter T before the statement number. If the statement is false, write a capital F before the statement number.

Note: Answers are shown here as the student should write them.

- F 1. Increases in the asset, cash, are recorded in the Cash account as credits.
- T 2. Increases in expenses are recorded in the Expense account as debits.
- F 3. Decreases in the asset, cash, are recorded in the Cash account as debits.
- F 4. Increases in the asset, merchandise, are recorded in the Purchases account as credits.
- T 5. Decreases in the asset, accounts receivable, are recorded in accounts with customers as credits.
- T 6. The investments of the proprietor are recorded in the Proprietorship account as credits.
- F 7. Increases in the asset, equipment, are recorded in the Equipment account as credits.
- T 8. Increases in the liability, accounts payable, are recorded in accounts with creditors as credits.
- F 9. Increases in the liability, notes payable, are recorded in the Notes Payable account as debits.
- F 10. Increases in the asset, accounts receivable, are recorded in the customers accounts as credits.
- T 11. Increases in the asset, notes receivable, are recorded in the Notes Receivable account as debits.
- T 12. Increases in the sales income are recorded in the Sales account as credits.
- F 13. Decreases in the liability, accounts payable, are recorded in the Creditors accounts as credits.
- T 14. Decreases in the notes payable are recorded in the Notes Payable account as debits.
- T 15. Decreases in the Notes Receivable account are recorded as credits.
- F 16. The balances of the notes receivable are usually credits.
- T 17. The balances of the Accounts Receivable accounts are usually debits.
- T 18. The various equipment accounts usually have balances that are represented as debits.
- T 19. The balances of the Notes Payable accounts are usually credits.
- F 20. The balances of the various expense accounts are usually credits.

the cost of two bouquets for Mrs. Douglas and Mrs. Partington, patronesses at the dance. The bouquets cost \$1.25 each.

23. Proceeds from a cake and candy sale conducted by club members were \$3.75.

24. Paid bill of the Kelley Drug Store for punch furnished at the dance, \$3.50.

26. All members were present at the regular weekly meeting and paid dues except Barbara May. William O'Brien paid his back dues. Gave club member's mother \$1 toward cost of refreshments tonight. (Use name of member whose mother is hostess according to your alphabetical list.)

27. A beano party sponsored by the boys of the club netted \$7.15 for the club treasury. Donated \$4.50 from club funds to the Salvation Army to pay for baskets for needy families, this in accordance with a vote of club members at the last meeting.

Total, balance, and rule your cash book. Bring down the balance under date of April 1.

April

2. Collected dues from members with the exception of the following absentees: Baptiste Vercellone, Flora Fisher, and Thomas Shanks. Contributed \$1.75 toward payment for the collation served tonight. The club voted to present a play and dance next month.

3. Sent the Princeton Press a money order for \$2.40 in payment for six copies of the play to be given by club members next month. Paid 8¢ for money order and postage.

5. Paid bill from the Collier Stationery Company for decorations furnished at our last dance, \$2.35. Bought cards to send club members on the sick list, 45¢.

Total, balance, and rule your cash book. Bring down the balance under date of April 6.

Answer this question in one paragraph: Why will your knowledge of bookkeeping help to make you a desirable prospect for club membership?

Student Awards

College Students (including private business school students)—first prize, \$5; second prize, \$3. High School Students—first prize, \$5; second prize, \$3. In case of ties, duplicate prizes will be awarded.

The names of all students whose solutions receive a grade of 10 points but do not win prizes will be published, with the names of the prize winners, in the April issue of the *BUSINESS EDUCATION WORLD*.

Contest Rules

1. This problem may be solved by any student enrolled in the commercial department of a private or public school.

2. Use pen or the typewriter and 8½" by 11" paper, either journal and ledger or plain white.

3. Fasten all papers together securely, placing on top a title page carrying the following information:

The *BUSINESS EDUCATION WORLD*, December Bookkeeping Problem.

Student's name in full.

Grade in school.

Name of school.

Address of school.

Name of bookkeeping instructor.

4. Solutions will be marked on a scale of 10 points: accuracy, 6 points; neatness, 2 points; answer to related-thought question, 2 points.

5. Papers to be sent in for this problem are: Cash sheet, ~~Dues~~ Record sheet, Treasurer's Report, and the paragraph answering the related-thought question.

6. Instructors are requested to mail all solutions in one package rather than have each student mail his solution separately. Solutions should be mailed flat and addressed to The Bookkeeping Contest Editor, *THE BUSINESS EDUCATION WORLD*, 270 Madison Avenue, New York, N. Y. All solutions must reach that destination on or before *February 25*.



• IT DOESN'T PAY to try to talk buyers out of wanting what they already want and then try to talk them into wanting what they don't want.

We used to talk about breaking down sales resistance. Now we talk about building up consumer acceptance.—C. P. S.



The president of the university had dark circles under his eyes. His cheeks were pallid. "You look ill," remarked his wife. "What is wrong, dear?"

"Nothing much," he replied. "But I had a fearful dream last night, and I feel this morning as if I—as if I—"

"What was the dream?" asked his wife.

"I dreamed the trustees required that I should pass the freshman examination for admission!" sighed the president.

The Border Line of Illiteracy

Louis A. Leslie

• The border line of illiteracy, like the great American frontier, has moved so rapidly that we have to run pretty fast just to stay in the same spot.

Not long ago, as time is counted, a literate gentleman was one who could write his own name. There was a time when the ability to read print was some evidence of literacy, even though the individual might not be able to read longhand without great difficulty.

In short, aren't we rapidly coming to the stage at which the ability to operate the typewriter rapidly and accurately for *personal use* will be considered the border line of literacy? The person who can't operate the typewriter fairly well will be in the same class as the man of former days who could read print, but not longhand.

Everyone Will Learn to Type

Wouldn't Mother be ashamed to admit to her neighbors that Susie couldn't write longhand? Of course. Well, within our own day, we confidently expect that Susie will be ashamed to admit to *her* neighbors that *her* daughter can't operate a typewriter with a reasonable degree of proficiency.

Much has been done to bring this day closer. Most of us are familiar with the great work done by Ben D. Wood and Frank N. Freeman in their "Experimental Study of the Educational Influences of the Typewriter in the Elementary School Classroom."

Not so many years ago, Susie used to climb up on the piano stool and bang on the keys of Mama's baby grand. Now, in many an American home, little Susie climbs upon a chair and bangs on the keys of the family's portable.

In time, every literate man and woman will be able to operate a typewriter and operate it well. We, as commercial teachers, can do much to hasten the coming of that time, and each of us should regard it as a duty to his community to do what he can to bring to pass one of the great changes in the personal habits of the people of the next generation—the universal use of the typewriter.

Leslie Joins Staff of Katharine Gibbs Schools

ON January 1, Louis A. Leslie resigned from the executive staff of the Gregg Publishing Company to become vice president in charge of technical instruction of the Katharine Gibbs Schools, 230 Park Avenue, New York. This well-known eastern institution headed by James Gordon Gibbs, a son of the founder, Mrs. Katharine Gibbs, has three schools—one in New York, one in Boston, and one in Providence.

Mr. Leslie joined the Gregg Publishing Company some twenty years ago as a young man in his 'teens, with a brief experience as a shorthand teacher in a small Mississippi business college.

We quote from an interview with Mr. Leslie by our assistant editor, Dorothy Marie Johnson, published in this month's issue of the *Gregg News Letter*:

His first job was teaching shorthand in a small Mississippi business college, which folded up owing salaries and tuition. But by the time that happened Mr. Leslie had been in New York for two months as director of correspondence courses for the Gregg Publishing Company. After that, in succession, and sometimes two jobs at a time, he was chief clerk, assistant manager of the New York Office, assistant to the Editor-in-Chief, business manager of the *Gregg Writer*, assistant comptroller, and editor of shorthand publications. He was editor of the *Gregg News Letter* from its beginning in 1931 until his resignation.

In 1922 Mr. Leslie won the Amateur Shorthand Championship of the World. He was official shorthand reporter for John W. Davis during part of the presidential campaign of 1924.

During his court-reporting career the cases he covered in the Federal Equity Courts of New York included Nessler's description of the invention of the permanent-wave process and Dr. Dick's own description of the discovery of scarlet fever antitoxin.

Mr. Leslie has managed to fill up his spare time quite well, as author, editor, and lecturer. Last year he visited fifteen states and gave more than fifty lectures and demonstrations of the Functional Method, traveling about 14,000 miles, mostly by air.

Besides, he has been abroad five times, with only one suitcase and no hat. In 1932 he addressed the International Congress on Commercial Education, in London; in 1934 the International Shorthand Congress in Amster-



LOUIS A. LESLIE IN HIS NEW OFFICE

dam; and in 1935 the Annual Convention of the National Gregg Association in Hastings, England.

While Mr. Leslie is well known in the publishing field and among school administrators as a specialist in all phases of shorthand, probably he is best known to our readers as the originator of the Functional Method of teaching Gregg Shorthand. This method first appeared in a series of articles by Mr. Leslie which ran for several months in the *BUSINESS EDUCATION WORLD*, beginning with the March, 1935, issue.

Three outstanding points regarding his method—no teaching of rules, no writing of shorthand until after considerable time has been spent in reading shorthand, and the placing of a printed key in the student's hands—evoked such widespread interest and discussion that Mr. Leslie was soon giving almost his full time to explaining and demonstrating this method to large groups of teachers in all parts of the country.

Starting with experimental classes in New York and Boston, the method proved so successful that, in order to meet the requests for suitable material to use in teaching it, Mr. Leslie wrote a series of three volumes covering the shorthand instruction up to the advanced stage.

As administrative head of instruction of three schools specializing in the teaching of shorthand, Mr. Leslie will now have additional opportunity to continue his original contribution to the pedagogy of this subject.

At a farewell party given in the administrative offices of the Gregg Publishing Company, Dr. John Robert Gregg spoke with high praise of Mr. Leslie's valuable and loyal services to the company and was happy to say that his resignation would in no way affect his loyalty to the company and the lifelong friendship he had built up with its personnel. At the close of his speech Dr. Gregg presented Mr. Leslie with a beautiful Hamilton wrist watch as a parting gift from the staffs of the home office, the branch offices, and the three Gregg magazines with which he had been associated.

In the writing of this announcement, we have left the best news for the last. Mr. Leslie will continue to write on the teaching of Gregg Shorthand and other phases of commercial education, and his writings will appear regularly in the *BUSINESS EDUCATION WORLD*, for he has accepted the appointment as Associate Editor of this journal. His appointment assures our readers that the B.E.W. will reach a new and higher level of professional service in the field of commercial education during 1937.—C. B.

Greetings from Our New Associate Editor

• To the readers of the *BUSINESS EDUCATION WORLD*: As you have read in this issue of the *BUSINESS EDUCATION WORLD*, after twenty years of service with the Gregg Publishing Company, I am leaving that organization in order to become a vice president of the Katharine Gibbs Schools.

My natural regret at leaving my many friends in the Gregg organization is tempered not only by the great opportunity that lies ahead of me with the Katharine Gibbs Schools but also by Dr. Gregg's suggestion that I join him as Associate Editor of the *BUSINESS EDUCATION WORLD*. I am more than happy to accept this invitation and I look forward with real pleasure to the opportunity this will give me of maintaining the friendships I treasure so highly with commercial teachers in all parts of the United States.

Any suggestions you may have as to ways in which I may be helpful to you as Associate Editor of the B.E.W. will be gratefully received. Your letters will reach me either at the office of the *BUSINESS EDUCATION WORLD*, 270 Madison Avenue, New York, or at the executive offices of the Katharine Gibbs Schools, 230 Park Avenue, New York.—Louis A. Leslie.

Zoubek and Johnson to Edit News Letter

• CHARLES ZOUBEK, associate editor of the *Gregg News Letter*, succeeds Louis A. Leslie as editor. This is a well-earned recognition by Dr. Gregg of the initiative and originality shown in Mr. Zoubek's writings as well as his thorough knowledge of the Gregg publications.

As Mr. Leslie's assistant for several years, Mr. Zoubek has received a training in shorthand theory and teaching procedure that qualifies him to carry on the major part of Mr. Leslie's responsibilities, not only as editor of the *Gregg News Letter* but also as a convention speaker and a consultant on the subject of shorthand in all its ramifications.

Miss Dorothy Marie Johnson, assistant editor of the B. E. W., has been appointed associate editor of the *News Letter*. This is an added responsibility, as Miss Johnson will retain her present duties with the B. E. W. This new assignment will permit her to give wider range to her creative ability as a writer, for which she shows exceptional talent.

As production manager of the B. E. W. and the able assistant of Mr. Frailey in the conducting of his monthly business letter contest, Miss Johnson has been largely responsible for the mechanical attractiveness of the magazine and its personal appeal to our readers.

Philip S. Pepe, for several years a member of the editorial department staff, will take over the production work on the magazine, beginning with the March issue.

We are delighted to chronicle the deserved promotion of these three members of the Gregg staff.



Much Reading May Be Harmful

Reading after a certain age diverts the mind too much from its creative pursuits. Any man who reads too much and uses his own brain too little falls into lazy habits of thinking, just as the man who spends too much time in the theater is tempted to be content with living vicariously instead of living his own life. . . . The ordinary human being does not live long enough to draw any substantial benefit from his own experience, and no one, it seems, can benefit from the experience of others.—Einstein.



The Lamp of Experience

Harriet P. Banker, Editor

Patrick Henry said, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Through this department, teachers benefit from the experience of their colleagues

IN extending anew a cordial invitation to our readers to send us descriptions—illustrated or otherwise—of their classroom devices and methods, we borrow from the Chicago Principals' Club Reporter Gadget Column, in which teaching devices are called gadgets and are classified as *real* and *rational*, *physical* and *psychical*, *corporeal* and *cerebral*.

These classifications harmonize so well with our wish to expand this department to include a broad range of topics that we have appropriated them to our use.

In other words, a gadget, when the term is used to designate a teaching device, need not be a material object—it may be an ingenious procedure, a novel and effective arrangement of equipment, a crafty notation; any one of these is a gadget for our purpose if it features two qualities: utility in a school situation, and ingenuity. R. S. V. P.—*Editor*.

We Solved a Problem

• WE TEACHERS at Northern High School were confronted with the problem of making some provision for the actual teaching of transcription in our second-semester shorthand classes; but what could we do when all the typewriting rooms were occupied almost every period of the day with typing classes?

We decided to schedule all second-semester shorthand classes for the same period, leaving one of the typewriting rooms free at the same hour. This plan enables each of the four teachers of second-semester shorthand to use the typewriting room once a week. On the day assigned her by this plan of rotation, each teacher takes her shorthand class to the typewriting room, where she teaches transcription.

The schedule has been used for several semesters and we find it works very well. The same plan is used for the third-semester classes; in the fourth semester, each shorthand class is scheduled for two periods a day.

No doubt there are many other schools where the instructors wish to teach transcription, but are handicapped by a similar problem of scheduling classes. Perhaps our solution of this problem will prove theirs also.—*Eleanor Skimin, Northern High School, Detroit, Michigan*.

Hidden Words

• EACH FRIDAY I place on the blackboard a sentence in which I use as many as possible of the new principles the class has just studied. Over the week-end, the pupils make up as many forms as they can, using only consonants, vowels, and blends from the blackboard sentence.

In class, on Monday, we check over the word lists to see who has the greatest number of correct outlines and to see how many different words have been discovered. One week we had more than seven hundred outlines.

The pupils enjoy the assignment and I find it has been successful as a means of encouraging vocabulary building.—*John W. Codd, Community High School, New Canton, Ill.*

Drill on the Number Keys

• THE FOLLOWING DRILL has proved successful and at the same time interesting as a means of reviewing the number keys on the typewriter:

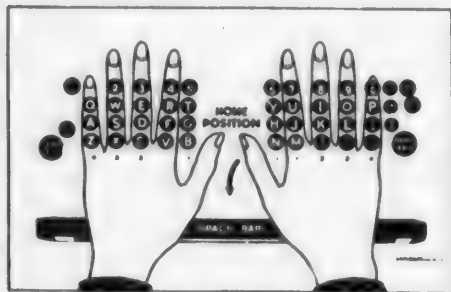
For one minute the pupils type the numbers as far as they can, writing down in columns and keeping the units in perfect alignment.

ment. To introduce an element of competition, the class is divided into teams. In four weekly tests the class average for the one-minute period was raised twenty numbers. —*Ella Seyer, High School, Redfield, South Dakota.*

The Louis Keyboard Chart

• **SISTER MARY LOUIS**, S. N. D., of Central Catholic High School, Toledo, Ohio, has sent us the following brief description of her copyrighted hand-keyboard chart for use in beginning classes in typing. The chart is available in two sizes—7" by 11", for distribution among individual students, and 36" by 49", mounted for hanging on the wall.

As shown in the accompanying illustration, the chart pictures two hands, on which are constructed reversible, pivoted discs, properly positioned to correspond with the characters on a typewriter keyboard. These characters may be exposed or occluded by manipulating the circular discs that reverse the faces of the characters.



THE LOUIS KEYBOARD CHART

After the student has acquired an understanding of the important operative parts of the typewriter, he is instructed to hold his hands in *home position* on the chart, from which position all other reaches are made. He then practices all the reaches by touch until each finger responds quickly and accurately.

The keyboard is learned by means of sentences, a new one being presented each day until the entire keyboard has been covered. Each sentence is presented to the class by means of a fixation-and-location drill, by ex-

posing the individual discs which reverse the letters to be used for that sentence.

In mastering each sentence, the student first practices on locked keys (the carriage moved to the left end of the scale where it automatically locks); then, after inserting a sheet of paper in the machine, the individual words and finally the entire sentence are typed with the stencil lever moved so that the ribbon holder will not move up and down. Following these preliminary steps, the student types in the regular manner.

Those who are interested in this device may obtain the charts from Sister Mary Louis.

Notebook Originality

• THE FOLLOWING incident shows the possibilities for character revelation inherent in students' notebooks:

One of the pupils in a class in general business science had scattered little jokes and humorous stories here and there throughout her notebook. Her selections displayed a fine sense of humor and, at the same time, a nice sense of discrimination. For example, in the section on messages sent by electricity, she had pasted the following "Scotch story":

A Scotchman had written a telegram in twenty words. He was told to reduce the number of words to ten and the price would be one-half as great. This is the twenty words reduced to ten: "Henry's hurt. Erased afford, erected. Analysis hurt also. Infectious dead."

Translation: "Henry is hurt. He raced a Ford; he wrecked it. And Alice is hurt also. In fact she is dead."

We pass the idea along to our readers as one of many ways to avoid a stereotyped form of notebook and to encourage originality on the part of the pupils.—*Editor.*

Sportsmanship

• A **LAWYER** will charge a large fee for showing his client how to evade the income tax and yet take off his hat to salute the flag and stand whenever the Star Spangled Banner is played.

A hunter who will not shoot at a covey of quail until it is flushed will foreclose a mortgage without compunction.

CASE PROBLEMS ON CONTRACTS

Prepared by H. A. Andruss

*Director, Department of Commerce, State Teachers College,
Bloomsburg, Pennsylvania*

DIRECTIONS: After reading the facts in each case, use a check mark (✓) to indicate your answer. Then, in the space provided after "Explanation," give a concise legal explanation of your answer. Do not write in the score space.

1. Salter agreed to sell Green a wagon for \$50, a set of harness for \$25, and a team of horses for \$200. Delivery was to be made on the following day, after Green paid the money. During the night, an electrical storm killed the horses. Green refused to accept delivery of the harness and wagon alone. Salter sues.

	Score
(a) Is this a divisible or an entire contract?..... Divisible (✓) Entire () () 1	
Explanation: Since the amounts for each item (horses, harness, and wagon) are stated separately, the contract may be divided into parts.....	() 2
(b) If wagon, harness, and horses had been priced at \$275, would the legal effect be the same? Yes () No (✓) () 1	
Explanation: The delivery of the complete outfit would be necessary before the money could be collected.....	() 2
(c) Can Salter recover from Green? Yes (✓) No () () 1	
Explanation: Because he stands ready to deliver a wagon for \$50 and a set of harness for \$25.....	() 2

2. Miles rented a part of the building of Cooper for five years. Two years after the lease was signed, the building is burned. Cooper bought another lot and constructed a building, which he rented to others but refused to rent to Miles. Miles sues Cooper for breach of contract.

(a) How long did the lease or rental contract actually run? . 2 years (✓) 5 years () () 1	
Explanation: Until the time the building was burned.....	() 2
(b) Does a contract exist between Miles and Cooper at the time the suit is brought? Yes () No (✓) () 1	
Explanation: The impossibility of performance renders the contract ineffective, because the parties are discharged from its obligations.....	() 2
(c) Can Miles recover damages from Cooper?..... Yes () No (✓) () 1	
Explanation: The previous contract was discharged by impossibility and a new contract was not made.....	() 2

The score space need not be used except when the case problems are used as tests. Score values of 1 point for answers and 2 points for explanations are arbitrary and other values may be used; however, the greater number of points should be given for the written reasons. The written explanations given above are merely suggestive and students would not be expected to state their reasons in exactly the same way.

A Fallacy in Business Education

Herbert A. Tonne, Ph.D.

Is Guidance a Cure-All?—Guidance, at the present time, is far from scientific in its achievement. Prognostic tests, sufficiently satisfactory to be used as a basis for specific guidance, have not been developed. In most cases, a fairly good intelligence test, supplemented by special achievement tests, will give as adequate a basis for guidance as will any prognostic test. In other words, the situation amounts to this, as far as prognosis in business education is concerned: If a person will be good in one field he will probably be good in

most other fields, and, in reverse, if he is not going to be successful in shorthand, for example, he will probably not be successful in most other jobs.

This is, of course, an untruth if it is taken in its extreme; but, in general, it is about the status at which prognostic testing has arrived in commercial education. Moreover, the current occupational situation is fluctuating so drastically that it is impossible to forecast with sufficient accuracy for guidance purposes, the occupational situation of five years hence, let alone fifteen or twenty years from now, for which time our students must also certainly plan.

A CAREER IN Life Insurance Representation



MOST of us know at least one individual who somehow has not yet succeeded in winning a fair reward for his or her efforts.

Suggest to such a person the earnest consideration of *life insurance field work* as a permanent career. Recommend a prompt reply to this advertisement.

The Mutual Life Insurance Company of New York places a high value on sincere recommendations if based on personal knowledge of the character of those recommended.

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DAVID F. HOUSTON, President
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On the Lookout

Archibald Alan Bowle

Mr. Bowle will be glad to give you further information about any of the devices, publications, or equipment described here

27 No longer need you replace the cap on your fountain pen every time you lay the pen down to turn a sheet of paper in the pile you're correcting. "Vaku-um" (yes, they spell it that way) consists of a swivel socket for pen or pencil (available in five sizes), with a suction cup for a base. The cup holds by suction to any smooth surface—desk, switchboard, filing-cabinet top. The socket keeps the fountain pen point moist and almost air tight, as in any desk set. Vaku-um is made by William A. Welty & Company, of Chicago, and is surprisingly low priced.

28 A new desk lamp particularly adapted to use by teachers and school executives, developed by the Greist Manufacturing Company, is called the "White Knight." The



THE "WHITE KNIGHT" DESK LAMP

triple-laminated glass filters out harmful rays, diffuses the light, and permits the use of a 100-watt bulb. Two finishes are available, Statuary Bronze or Gunmetal with silver-plated decoration. It's an eye-saver, a headache preventer, and very handsome.

29 We wouldn't want to guarantee unconditionally that the Whirl-Wind paper weight would keep the papers in your desk tray in order all through a healthy, first-class cyclone, but if you were in a cyclone you wouldn't be worrying much about the papers anyway. The Whirl-Wind is a handy metal arm with a spring grip that attaches firmly to a tray of any thickness—wood, wire, or metal. Lift the arm easily to put papers under it, let it snap back down—and your young hopefuls' neatly typed transcripts are safe in order at least through a brisk spring gale with the windows open. Eastern Tool and Manufacturing Company makes it.

30 Bull Dog spring clips are good for holding bunches of papers together; they're handy, too, for hanging up budgets or charts around the classroom as long as there's a nail handy. But you can't drive nails through plate glass or blackboards, and some wall materials are too tough, even if your conscience didn't hurt you about disfiguring your surroundings. That's where vacuum clips come in. They are Bull Dog clips, fitted with a rubber suction cap for attaching to glass or other non-porous surfaces. The H. C. Cook Company sells them.

February, 1937

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Please send me, without obligation, further information about the products circled below.

27, 28, 29, 30

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IMPROVEMENT OF INSTRUCTION IN TYPEWRITING, by E. G. Blackstone (The State University of Iowa) and Sofrona L. Smith (Bradley Polytechnic Institute), Prentice-Hall, Inc., New York, 1936, 551 pp., \$3.50.

There is always a problem involved in teaching a "methods" course. Shall we present definite procedures based upon the one best way as we see it, or shall we make our students acquainted with many methods and try to emphasize points of excellence or inferiority and application to various situations?

Students frequently prefer the first-named presentation, which results in a set of definite procedures. It is the writer's firm conviction that familiarity with the beliefs underlying all the currently used procedures and the claims made for them results in better teaching. The teacher thus consciously chooses his method and is able to adapt himself more readily, as inevitable changes occur, than is the master of one method only.

The use of this book in a class in methods of teaching typewriting cannot fail to produce flexibility in the student teachers, for they will be introduced to the ideas of many expert writers and teachers. Materials, lists, charts, and exercises from the works of other authors are freely used, making this a comprehensive book on modern typewriting procedure.

Many research studies are listed. The findings of these research studies are used in illustrating the ideas presented. In fact, those of us who have gone to the trouble and expense of borrowing theses from university libraries realize that some of the "enrichment" problems given at the end of each chapter cannot be solved by the average student because they involve the use of unpublished materials.

The book is divided into twenty-two chapters, covering justification for teaching typewriting in secondary schools, motivation, error analysis, devices, trait development, etc.

Typewriting for personal use is given especial recognition.

The authors are not content merely to present the findings of research and the work of other authors. In each instance, they give their ideas as to the one best way.

The present unusual interest in the teaching of typewriting is shown by the appearance of new

texts and teachers' manuals during the last several years and at least four books on "methods" for teachers, during 1935 and 1936—Lomax et al., Odell and Stuart, Dvorak et al., and Blackstone and Smith—all of which have been reviewed in this department.

OCCUPATIONAL STUDIES, National Occupational Conference, 551 Fifth Avenue, New York, nineteen pamphlets, each treating of one occupation (paper covers), 1936, 10 cents each.

There is so much scattered published material on various occupations that an appraisal of it and a listing of sources is necessary. This service has been performed by a group of specialists for the National Occupational Conference.

Each pamphlet contains an appraisal of the available literature and abstracts which include information relative to duties, personal qualities needed to get a job and to be promoted, preparation necessary, rewards, advantages and disadvantages, numbers engaged, areas of employment, and future trends. An annotated bibliography, with recommended references starred, is appended. The pamphlet on bookkeeping, for example, lists fifty books and five trade journals. A form for the inclusion of local data is provided.

The following pamphlets are now ready: auto mechanics, banking, beauty culture, bookkeeping, city and county management, dental hygiene, dietetics, electrical installation and maintenance in buildings, farming, landscape architecture, letter carrier, machinist, mechanical drafting, painting, plumbing, police officer, rural teacher, undertaker, and vocational counselor.

This compilation of existing materials is, of course, much more of a contribution than an original, fragmentary, and limited study requiring a similar amount of effort.

STANDARD HANDBOOK FOR SECRETARIES, by Lois Hutchinson, McGraw-Hill Book Company, Inc., New York, 1936, 616 pp., \$3.50.

In addition to serving as a handbook of information for secretaries, this book gives many practical hints to guide the secretary in the performance of her daily duties. With the exception of chap-

ters on personality development and on getting along with people, subjects that have been discussed in recent textbooks, this book covers the material usually considered in books on secretarial training. It is thus a text for the secretary in training and a handbook for the employed secretary.

The importance of correct English usage is made evident by placing first six chapters on English usage, capitalization, spelling, pronunciation, similar words, and punctuation.

Other chapters cover practical hints on all phases of secretarial work. The paragraphs are brief, with bold-face headings. This arrangement, coupled with a good index, provides easy access to any desired piece of information.

The impression gathered by the reader or consultant of this book is that it was written by a practical worker with wide office experience.

THE BUSINESS LETTER, by Carl A. Naether (University of Southern California), D. Appleton-Century Company, 1936 (revised and enlarged edition), 596 pp., \$3.50.

In rewriting his textbook on the business letter, Dr. Naether has recognized the close relationship existing among business-letter writing, advertising, salesmanship, and psychology.

Introductory chapters treat of the importance, essential elements, English, and dress of the business letter, and the essentials of effective dictation—this last is an important topic usually omitted in books on business correspondence.

Thirteen chapters are devoted to the various types of business letters—order, good-will, follow-up, etc.

Then follow chapters on foreign correspondence, house correspondence, correspondence supervision, and reports. The appendices include aids to better English—abbreviations, capitalization, punctuation, and words frequently misspelled.

All through the book, there are up-to-date illustrations.

A STUDY OF SHORTHAND TEACHING, by Benjamin Franklin Davis, Ph.D., Teachers College, Columbia University, *Contributions to Education No. 693*, New York, 1936, 108 pp., \$1.60.

After a study of shorthand teaching methods, Dr. Davis devised his own experimental method, a modified direct method, to be used in the teaching of Isaac Pitman Shorthand. Experimental and control groups were used. This report is an account of the experiment and a statement of results.

A study of the currently used traditional and direct methods of teaching both Gregg and Pitman shorthand resulted in the setting up of fourteen principles to be used as criteria in evaluating shorthand teaching methods. This analysis of teaching methods represents a real contribution on the part of Dr. Davis.

The transcription tests given both groups showed a trend in favor of the experimental method, a significant difference being obtained in only one of four tests. The groups taught by the traditional method showed superiority in the writing of isolated outlines. Thus the method that appears to be more desirable for success in transcription of dictation—modified direct—is in apparent conflict with a method which is more effective in teaching shorthand principles—traditional.

A complete bibliography, some lesson plans, and copies of the tests used are appended.

SOLVING PERSONAL PROBLEMS, by Harrison Sacket Elliott and Grace Loucks Elliott, Henry Holt and Company, New York, 1936, 321 pp., \$2.

The teacher is asked at times to counsel on personal problems. It is dangerous in such a situation to be too definite and all-knowing. The wisest course, probably, is to send the boy or girl to a trained counselor. The teacher does wish, however, to be cognizant of the latest thought on the solving of personal problems, both for help in his own life and for advising others.

This book is a simply written discussion of ordinary personal problems written by professional counselors. Some of the chapter headings are: childish and mature adults, release from fears and prejudices, sex and marriage, vocational and avocational adjustments.

An extensive selected bibliography is appended.

BOOKS ABOUT JOBS, A BIBLIOGRAPHY OF OCCUPATIONAL LITERATURE, by Willard E. Parker. Published for the National Occupational Conference by the American Library Association, Chicago, 1936, 402 pp., \$3.

In the 1936 Yearbook of the Eastern Commercial Teachers Association, we are told of the dearth of materials to be used in vocational guidance. For immediate use and as a preface to the remedying of this deficiency, we should know just which materials are available.

In this bibliography we find, according to a statement in the book, "all worth-while occupational information which has been published in the United States during the last fifteen years." Items are classified according to trades and occupations such as agriculture, arts, etc., and are annotated.

The entries under "business" include books, magazine articles, and pamphlets covering general business, accountant and auditor, advertising man, chamber-of-commerce worker, collector and agency worker, comptroller, credit manager, executive, executive secretary, financier, foreign-trade worker, insurance agent, merchant (including store workers), office manager, public-relations counsel, publicity man, purchasing agent, realtor, salesman, trade-association manager, and traffic manager.

Clerical occupation headings include: general, bookkeeper, cashier, clerk, messenger and delivery boy, office-machine operator, secretary, social secretary, stenographer, timekeeper, and typist.

While this compilation is valuable, the statement that it contains *all* worth-while material published during the last fifteen years is not strictly true.¹ Teachers of secretarial practice and typewriting will note omissions. For example, they will be surprised that only two typewriting texts are included—if texts belong in this list at all. While teachers of business subjects will find some familiar materials missing, they will discover, also, previously unknown books and pamphlets.

NEW TECHNIQUES IN SOCIAL SCIENCE TEACHING, *A Case Book*, by Vernon B. Hampton, The John Willig Press, Stapleton, New York, 1936, 311 pp., \$2.75.

The atmosphere of the schoolroom is very much in evidence in this book. Dr. Hampton, director of the William Judson Hampton Memorial Teach-

¹ For example, Earl W. Barnhart, "An Analysis of the Work of a Stenographer," *Gregg Educational Monographs*. The Gregg Publishing Company, 1927, 36 pp., (paper cover). Also, F. G. Nichols *et al.*, "A New Conception of Office Practice," *Harvard Bulletin in Education* No. 12, 1927, 123 pp., (paper cover).

Just published—

STANDARD HANDBOOK FOR SECRETARIES

By LOIS HUTCHINSON

616 pages, 6 x 9, \$3.50

A real desk companion, not only producing facts when the secretary needs them, but also especially arranged to give the information in an explanatory, usable form. Of unlimited usefulness, giving all the most frequently needed rules, forms, and standards in many subjects—also covering English and grammar in a usable way, and emphasizing banking, securities practice, and other specialized subjects of importance to the private secretary in the business world.

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330 W. 42 Street New York, N. Y.

ers Institute and chairman of the Department of Social Science and English of the Ralph R. McKim Vocational High School in New York City, gives here the plans he uses in his classes and cites definite examples of materials, methods, and pupil reaction.

We agree with the writer of the foreword, who points out that the book is interesting, inspirational, original, sensible, definite, and graphic. Stenographic reports of actual recitations are given. There are lists of hints for supervised study and for school discipline.

Teachers are grateful for the opportunity of entering the classroom of a successful and progressive teacher and gaining thereby much beneficial counsel.

EVERYDAY LIVING FOR GIRLS, a textbook in Personal Regimen, by Adelaide Laura Van Duzer and others, J. B. Lippincott Company, Chicago, 1936, 528 pp., \$2.

There is a modern trend toward co-authorship in textbooks which, in a book of this type, is especially desirable. Six authors and an editor have contributed to this textbook in personal regimen for girls, each one making a contribution from teaching experience in a specialized field.

The fact that boys are neglected in these personal-regimen and etiquette books is recognized by these authors, who suggest that the book may be adapted to the needs of boys' classes or of mixed groups. The appeal of the book is, however, definitely to the girl.

The material concerns appearing to advantage: clothing, grooming, health, food, living at home and elsewhere, personal and social development, manner and conventions, the wise use of leisure, and good citizenship.

Questions, activities, and suggested references are included with each chapter.

The teacher of business subjects is, of course, curious to see how the topics "entering the business world" and "earning and spending" are handled.

The reader is greeted, first, by a picture of an employment interview in which a young man is sitting and a young girl standing. This is proper business procedure, but gives the impression that something is "wrong with this picture." Possibly the girl is being encouraged to disregard such little social niceties in business, as she is told to do in the business etiquette books.

The "entering-the-business-world" section deals with advanced education, choosing a vocation, applying for a position, and holding a job.

The "earning-and-spending" section is concerned with budgets, personal records, investments, careful buying, business terms and practices. The treatment is necessarily brief.

While this book has been prepared as a textbook for high school seniors, it may be used as supplementary reading for any class in which phases of personal regimen are considered.



Mr. Ivan Ahlgren, Director, and the Staff of the Commercial Pathfinder of the Danbury High School, Danbury, Connecticut. The reproduction of several pages on the right, is from the Pathfinder, entirely prepared and printed on the Mimeograph. A VARI-TYPER was used in the preparation of the reading matter. The Pathfinder is a repeat winner of the prize offered for the best school paper.

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SHORTHAND PRACTICE MATERIAL

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

By Wits and Wags

Adding Insult to Injury

Beatrice: I think Amy Smith is the meanest creature I ever met. I showed her my engagement ring and she⁹⁰ said it was always too tight for her.

Rosalie: Yes, she said exactly the same to me last year when I had it. (40)

Ready to Oblige

Officer, to lady motorist: Say, don't you know anything about driving a car?

Lady motorist: I⁹⁰ most certainly do. What is it you would like to know? (29)

Avuncular Interest

"Well, my boy," said Uncle Tom, "and how are you getting on at school?"

His nephew looked a trifle despondent.

"Oh, not⁹⁰ so bad, uncle," he replied; "and I'm trying awfully hard to get ahead."

"That's good," said uncle absent-mindedly;⁴⁰ "you need one." (43)

A Sad Case

Judge: Gentlemen of the jury, have you come to a decision?

Foreman: We have, Your Honor. The jury are all⁹⁰ of the same mind—temporarily insane. (28)

Successful Tactics

Customer: To what do you owe your extraordinary success as a house-to-house salesman?

Salesman: To the⁹⁰ first five words I utter when a woman opens the door—"Miss, is your mother in?" (34)

Touching Predicament

"George," she sobbed, "I've lost my wedding ring. I've looked everywhere for it and can't find it."

"Here it is," replied the brute.⁹⁰ "I found it in my trousers pocket this morning." (29)

An Executive's Secretary Speaks

Hints to Ambitious Stenographers

By ADELAIDE S. RINCKE

Retired secretary of one of the vice presidents of Prudential Insurance Company

Have two aims—a remote and an immediate one. An ultimate aim is likely to become hazy at times⁹⁰ and to lose definite form in the clouds of discouragement or present pleasure. The immediate aim serves as¹⁰ a steering wheel always under the hand, forcing one to keep eyes on the road, to be on the alert for the right⁹⁰ turns. It keeps one on the most direct course, climbing to the bigger, more distant objective.

Let your ultimate aim⁹⁰ be what you will—make it as high as you like—the immediate aim must always be to relieve your chief of any¹⁰⁰ details that he can turn over to you. His mind and his time must be free for the big things that require his¹⁹⁰ attention.

To be able to relieve the chief of the lesser things, one must develop initiative. One can¹⁰⁰ only do this by being well informed, by keeping in touch with the newest and best methods of getting work done.¹⁰⁰ Through proper reading and association with persons who are well informed, one builds up a background and acquires¹⁰⁰ the ability to make sound judgments.

Remember that advancement is earned only by proving a capacity⁹⁰⁰ for responsibility and showing a willingness to accept it. Make yourself ready for responsibility⁹⁰⁰ by forming a correct mental attitude toward your work. Dwell less on your so-called "rights" and be more eager⁹⁰⁰ to be useful. The more responsibility you can assume the more valuable you become to the⁹⁰⁰ executive you serve.

Plenty of hard work is the lot of the secretary. But you must be interested⁹⁰⁰ enough in the job to accept it readily and happily. You cannot grumble about staying overtime⁹⁰⁰—you must even be willing to come ahead of time when necessity demands.

The work of a good secretary⁹⁰⁰ cannot be a thing apart. Much of your success or failure in such

work depends upon your own mental²⁰⁰ development. You must keep abreast of the times. This comment does not apply chiefly to clothes, although they have their place.²⁰⁰ You must remember that one is never too old to learn; that although one's formal education may be ended,²⁰⁰ self-education should never end. Your habits and your pastimes should in a general way be directed toward²⁰⁰ this end.

Reference to clothes brings us to the subject of personality. A good appearance and a pleasing²⁰⁰ manner are always assets in secretarial work. Tact is a prime essential in the duties of the²⁰⁰ secretary. Cultivate it and exercise it constantly. Avoid idiosyncracies that will interfere²⁰⁰ with your work.

There have been successful secretaries who were not themselves stenographers. But it generally²⁰⁰ goes without saying that a private secretary must be an A-1 stenographer. In addition, since the²⁰⁰ secretary is expected to produce at once any data or desired correspondence, a knowledge of²⁰⁰ how to classify and file, and some supervision of the filing of confidential data and important²⁰⁰ correspondence is of great value.

If one has not a good memory naturally, one must acquire it. The²⁰⁰ secretary has not only to remember all the things he or she must do, but has to be a constant²⁰⁰ reminder to the chief as well. Interest is the basis of a good memory.

Study your own powers and²⁰⁰ abilities, especially in comparison with those of other persons. Analyze the persons whose careers²⁰⁰ have inspired you and whom you desire to emulate. And have faith in yourself and in your ability to do²⁰⁰ what others have done. This will give you the self-confidence that every one needs and enable you to put your²⁰⁰ best foot forward at all times. (665)

Graded Letters

On Chapter Three of the Manual

Dear Madam:

I am glad that the motion that you made at the general meeting of the Chapter was received in²⁰ such a hearty manner. I hope you are prepared to speak on the subject at the special meeting that has been called²⁰ by the College Committee. The committee will meet at this hotel. You will be told the date of the meeting a²⁰ little later.

Very truly yours, (66)

Dear Children:

The camera that I received yesterday from all of you I shall always keep. I am sorry that²⁰ you were not able to be home today, but I know you are having a happy time at college and will soon be²⁰ back for the summer vacation.

With love,
Dad (48)

Dear Sir:

The lamp shade I received from you was broken. I am sending it back today. If possible, send me a²⁰ green shade to replace this one.

Yours truly, (27)

Dear Sir:

I have agreed to speak before the special committee on the subject of lower express rates. I hope²⁰ you will be able to come to this meeting which has been called for next week.

Yours truly, (35)

Dear Sir:

I have conferred with my family regarding this important matter and they share my opinion about²⁰ a possible future for me on the stage. I am convinced that I am not fitted for the work you want me²⁰ to undertake and am going to study law instead. I shall go to college and take a general course first.²⁰ Later I shall take the special course in law.

Yours truly, (70)

Dear Sir:

I was sorry to receive your letter telling me of the soft coal situation in your state. If you²⁰ want me to, I can order you several loads for the purpose of heating your store. I believe it would be well²⁰ to call me on the 'phone at my home at three, if possible, telling me if I should send the coal or if you will²⁰ come for it.

Yours very truly, (66)

On Chapter Four of the Manual

Dear Madam:

Are you planning to send your daughter to college next semester? If so, she will need a pair of heavy²⁰ boots, fitted to her foot with care, for the rough campus paths.

We have such a boot. It has a low heel and is cut²⁰ with a broad vamp and we carry it especially for college girls. It is easily closed with a zipper²⁰ fastener.

Will you not let us show you these boots? I feel sure you will like them.

Yours truly, (75)

Dear Sir:

We are exceedingly desirous of getting a young man to take charge of our motor car repair business,²⁰ and have made every effort to get someone who we feel will be strong enough to handle the work.

Among²⁰ the long list of those who answered a recent ad, there seems to be none with the physique and experience necessary²⁰ to take over this position, and we thought that possibly you might know of someone who would fill the bill.²⁰

He would have to be a young man of sterling character and one who would make an effort to greet people in a²⁰ friendly way.

If you know of such a young man, will you give us his name, in order that we may communicate with¹⁰⁰ him?

We feel that we have built up a strong department and do not wish to take any chances in the matter of¹¹⁰ placing it in charge of the wrong man.

Yours truly, (149)

Dear Sir:

As head salesman of the Sweet Soap Company I desire to inform you that you have been accepted as²⁰ a member of our sales force.

I wish to explain further that it will be your particular duty to bring our³⁰ soaps before Women's Clubs in every city. Their acceptance of our soaps will greatly aid our sales.

I am sending⁴⁰ you an official badge. Wear it always. Be wide awake. Keep ahead of others. Never act weary.

Report⁵⁰ at this office each Saturday evening and collect your wages.

Sincerely yours, (94)

Gateways to Wonderland

By Mrs. J. P. PETERSON

Humboldt College, Minneapolis, Minnesota

For Use with Chapter Ten of the Manual

There is an old nursery rhyme that starts like this:

"Would you like to go to Wonderland,

To Wonderland, to Wonderland?"²⁰

Then sit by me with book in hand"

—and here is where I will paraphrase the original rhyme by saying,

"Then³⁰ sit by me with wheel in hand

And drive and drive till we arrive

At the gateways to Wonderland."

This, in fact, was what⁴⁰ Jim and I decided to do. We had heard so much about the magnificent scenery of the Rocky Mountains⁵⁰ that one fine morning we laid aside all business cares, packed our tenting outfit, and started for the gateway of⁶⁰ Yellowstone National Park.

Reclining comfortably in the cushioned front seat of the car, I vowed that neither⁷⁰ inclement weather nor car trouble should interfere with the thorough enjoyment of this pleasure trip, and my husband⁸⁰ made a solemn promise not to indulge in strong language no matter how difficult the day, never suspecting⁹⁰ that on the very first afternoon, for foolishly taking a short-cut to save mileage, we would have four punctures!¹⁰⁰

We had not been long on the road, however, before agreeing that we were leading a strenuous life. It¹¹⁰ became a matter of getting up at 4:30 in the morning to unscramble the house we had set up

the²⁰⁰ previous evening. But as we were not yet to be classed with antiques, within a few days we reached the portals of³⁰⁰ the Park in fine fettle.

I might pause here to speak of the fine agricultural sections we crossed on the road, but⁴⁰⁰ there is so much to be said about the Park that I shall transport you at once to Livingston, Montana, from which⁵⁰⁰ point the mountain scenery is superb. As we sat eating our lunch in a tourist camp and looked at Old Baldy,⁶⁰⁰ the highest peak at Livingston, it seemed so near that we decided to relieve the stiffness of our joints by walking⁷⁰⁰ over to it. When we inquired about the distance, however, we were told that it was eighteen miles away!⁸⁰⁰ So we picked up our thermos bottle and continued our journey—the road leading through the beautiful Yankee Jim⁹⁰⁰ Canyon—to the Park, which we reached in the late afternoon.

While putting up our tent in a tourist camp our work was¹⁰⁰⁰ supervised by a huge grizzly bear. It was my first sight of a bear outside a circus, and my knees began to¹¹⁰⁰ wobble. He declined to be sociable, however, preferring to nose around our car for the selfish purpose¹²⁰⁰ of stealing some of our bacon.

The Yellowstone Park lies in the heart of the Rockies, the greater part of it being¹³⁰⁰ in Wyoming. For scenic beauty, it is unparalleled. Entering through the Golden Gate, and driving slowly¹⁴⁰⁰ so that we could drink in the magnificence of the view to right and left, we made our first stop at Mammoth Springs¹⁵⁰⁰ Hotel. Here we saw the Hot Springs Terraces, an example of water building up instead of tearing down. It¹⁶⁰⁰ is so overcharged with minerals that it deposits these terraces, hard as rock and rich in all the colors¹⁷⁰⁰ of the rainbow. In places there are thread-like formations like skeins of multicolored silks; but, as one of the forest¹⁸⁰⁰ rangers said, "Nature does not permit this beauty to retain its supremacy. No sooner has she finished¹⁹⁰⁰ one sublime structure than she begins another, leaving the first to crumble and decay." This is true of the²⁰⁰⁰ terraces.

We were inclined to linger at these parapets, pulpits, and mountains of jasper, but grander views ahead²¹⁰⁰ urged us on; so, after studying a few sections through our magnifying glass, we registered our names at the²²⁰⁰ desk of the superintendent and were ready to go on. I felt a bit lonely when I saw the buses glide²³⁰⁰ by, full of pleasure seekers. The magnitude of this Park service is astonishing. Within recent years, transportation²⁴⁰⁰ by bus has superseded the old method of horse-drawn coaches.

We had only four days in which to tour²⁵⁰⁰ the Park, so we had to slight some of the beauties of this paradise of the nation. One should spend weeks where we spent²⁶⁰⁰ days. The pure, dry, sun-soaked air is a tonic and makes one able to support long distances without fatigue.

We²⁷⁰⁰ now crossed a plateau, from which we saw Electric Peak—11,000 feet above the sea, with dense forests of²⁸⁰⁰ pine growing up its slopes. A turn in

the road brought us to Obsidian Cliff—a mountain of jet black glass. This mountain⁷⁶⁰ was sacred to the early Indians, and the bitterest enemies could meet here in perfect harmony.⁷⁶⁰ Indian legends abound in connection with this section of the Park.

Not far from this cliff is the famous Norris⁸⁰⁰ Basin. In the basins of the Park the earth's crust is very thin and volcanic action is noticeable⁸⁰⁰ at the surface. Warnings are posted to mark the danger spots and to step out on such places is to invite scalded⁸⁰⁰ feet or painful burns. The risk is aggravated at times by groups of tourists crowding onto thin spots, making⁸⁰⁰ the earth crack with their weight. Here volcanoes are emitting their death groans—for there is always a rumbling and always⁸⁰⁰ boiling water pouring out from the ground. The sulphur fumes which came from these cracks were very disagreeable; but⁸⁰⁰ we were fascinated by the wild confusion of water, and the rumblings within the earth. In this basin there⁸⁰⁰ are thirty geysers, seventeen of which have been known to be in action at one time. Where the mountains seemed to protect⁸⁰⁰ us, the geysers warned us. They seemed to say, "Look out—I am coming!" Then the water in the pool would sink into⁸⁰⁰ the bowels of the earth, only to burst out again in columns of boiling water, several hundred feet in height.⁸⁰⁰

No two geysers are alike. The antics of each particular one would fill a book. But there is one special¹⁰⁰⁰ favorite of tourists which I must mention. It is called "Old Faithful." Those who understand, tell us that it speaks of an¹⁰⁰⁰ antiquity so vast that it suggests everlasting life. During countless ages, it has faithfully performed¹⁰⁰⁰ its task. Every seventy minutes, without variation, it pours forth and up what is estimated to¹⁰⁰⁰ be 1,500,000 gallons of boiling water. There may be more beautiful geysers, but none more¹⁰⁰⁰ punctual and perfect.

Then there is an area called "Hell's Half Acre." It consists of a monstrous gulf of unknown¹¹⁰⁰ depth from which sulphur-laden clouds of steam are constantly rising. This was for many years looked upon as a¹¹⁰⁰ lake, when suddenly one year the entire lake was hurled up into the air to a height of 250 feet,¹¹⁰⁰ uprooting trees and hurling stones with its violence. After several months, it calmed down and further action was¹¹⁰⁰ postponed for seven years. Then it shot up again with terrific force. So it was named "Excelsior Geyser"—and¹¹⁰⁰ is classed as the greatest fountain in the world.

Besides these marvelous geysers, we saw many beautiful pools, some¹²⁰⁰ circular, some of other shapes. The water within them is hot, but very transparent. It appears to be colored¹²⁰⁰ by the mineral deposits on the sides of the pools. Some were green, some gold, some lavender.

At a short distance,¹³⁰⁰ we had a look at the Mammoth Paint Pots. They are within a space resembling a circus ring, and surrounded¹³⁰⁰ by a parapet five feet high. We had been looking upon grandeur, but here we saw only mud and boiling dirt¹³⁰⁰—quite a contrast.

We were now approaching the Continental Divide, which contains a lake so finely poised on the¹⁴⁰⁰ backbone of the Rockies that one part flows toward the Pacific and the other toward the Atlantic. For this reason,¹⁴⁰⁰ it is sometimes spoken of as "Twin Lakes." We were now 8,500 feet above the sea level. Toward the¹⁴⁰⁰ west were immense forests of dark pine. Fifty miles away rose the tips of the Teton Range, the loftiest summits¹⁴⁰⁰ of the American Rockies, antedating by ages the birth of man. As we descended, we saw below¹⁴⁰⁰ us the beautiful inland sea—Lake Yellowstone. As we followed its shore later we found its water so clear that¹⁴⁰⁰ we could see fish swimming at a great depth. There it lay like an immense gem nearly 8,000 feet above the sea,¹⁴⁰⁰ the largest lake in America at so great a height.

Many interesting things—the petrified forests, the¹⁴⁰⁰ game preserves, etc.—we did not see for lack of time. We pressed forward to the last great marvel of them all,¹⁴⁰⁰ the Grand Canyon of the Yellowstone. The gateway to it consists of two great falls, the Upper and Lower Falls of¹⁴⁰⁰ the Yellowstone, of which the Lower is by far the greater. At this point, the river is only seventy feet wide,¹⁴⁰⁰ but so swift that it leaps over the cliff with a tremendous roar, and down into the yawning chasm below, a¹⁴⁰⁰ distance of 308 feet. From there on, the gorge deepens and continues for ten miles in such unparalleled¹⁴⁰⁰ splendor that even superlatives are weak. We sense the awful grandeur even before we see it. A hush comes¹⁴⁰⁰ over the multitudes that gaze upon it. From our best viewpoint, it was nearly 1500 feet deep, the walls¹⁴⁰⁰ transcending in coloring all other scenic formations in the Park. Some cliffs are blood-red, others lavender,¹⁴⁰⁰ green, and russet. Its variety of shapes and colors is bewildering.

Down below us the rushing river¹⁵⁰⁰ seemed a quiet winding ribbon of emerald. On the opposite side of the canyon, we saw a man make his¹⁵⁰⁰ way painfully down its almost inaccessible declivity, and we held our breath as we peered through our field¹⁵⁰⁰ glasses; for the least misstep would have meant for him certain death. We thought we could discern a man near the edge of the¹⁵⁰⁰ cliff with a rope with which to draw the explorer up to safety in case of accident—but the picture was vague.¹⁵⁰⁰ A lone eagle was wheeling slowly and gracefully toward the water. How well this king of birds seemed to fit into¹⁵⁰⁰ the magnificent scene.

What remains to be said about this place of wonders may be put into a few words. It¹⁶⁰⁰ is impossible in a narrative as short as this to do more than catalog its most remarkable points.¹⁶⁰⁰ The only way to appreciate it is to make the trip, and thus enjoy in a day compensation for long¹⁶⁰⁰ years of ordinary living. To me it was a rather hazardous undertaking, but the prize gained was worth¹⁶⁰⁰ the gamble; and as we drove out to safety, I had the feeling that comes over one when a curtain falls on an¹⁶⁰⁰ absorbing play. (1823)

Actual Business Letter

From the winning sets submitted in the last Gregg News Letter Contest by Mariam Patterson, Alameda, California; Alice Gregory, Newmarket, New Hampshire; Darlene Tillman, Marion, Indiana; and Florence Swoverland, Marion, Indiana

PRELIMINARY REPORT

First American Policy No. X-3844⁹⁰
Harry Musgrave and Barbara H. Musgrave
Fire—January 23, 1937⁹⁰

This fire was undoubtedly of incendiary origin. The tenant, Carl R. Thomason, is under very⁹⁰ grave suspicion, and was held to answer to the Superior Court of California by the Richmond⁹⁰ Justice Court today. Bail was fixed at \$5,000.00.

The assureds' building is occupied by Thomason as¹⁰⁰ a barbecue restaurant and residence. The fire was discovered about 3:40 a.m., January¹⁰⁰ 23, by the officer on the beat. A prompt response by the Fire Department extinguished the fire before¹⁰⁰ extensive damage was done. An electric "plant," consisting of an extension from a light socket in the basement¹⁰⁰ with an electric element from a toaster attached to the end, was discovered at the place the fire started.¹⁰⁰ Thomason's story is that he closed his place about 2 a.m. the day of the fire, called his wife, who had been asleep,⁹⁰⁰ and together they went for an automobile ride which took them as far as Pittsburg. He denies any knowledge⁹⁰⁰ of the electric "plant."

The assureds under this policy live at 520-15th Avenue,⁹⁴⁰ North Seattle, Washington. I am today communicating with them by air mail.

I was in Richmond this⁹⁰⁰ morning, but I found the building locked. Thomason's father, who has the key, refused to open it for me until⁹⁰⁰ after young Thomason's case is disposed of. I am, therefore, unable to state definitely the amount of⁹⁰⁰ the interior damage, but I believe it is slight, and that a preliminary estimate of⁹⁰⁰ \$125.00 will be sufficient.

The building is in such condition that there is no danger of⁹⁰⁰ weather damage while awaiting repairs. This adjustment will be completed as soon as I have assurance from⁹⁰⁰ the National Board Inspector, that there is absolutely no suspicion as to the assureds under this⁹⁰⁰ policy.

Respectfully submitted, (386)

Mr. H. R. Black
765 Port Avenue
Trenton, New Jersey

Dear Sir:

The attached clipping⁹⁰ shows the fire fighting equipment of your town as it appears in the 1936 edition⁹⁰ of the Smith Insurance Directory of New Jersey. Will you kindly bring this up to date by filling out the⁹⁰ enclosed postal card and returning it by early mail for use in the 1937 edition?⁹⁰

This information is of great value to the Insurance Companies and they rely upon our annual¹⁰⁰ check-

up for late changes in the fire departments of this state.

Please give this matter your prompt attention.

Yours very¹⁰⁰ truly, (122)

Mr. Carl H. Scott
10 Tyler Street
Cincinnati, Ohio

Dear Sir:

We have purchased of the Allen Garage,⁹⁰ Inc., the conditional sales contract on your automobile, on which you agreed to make payments⁹⁰ as shown by the enclosed payment record book.

It is important that you answer the accompanying questionnaire⁹⁰ and return it to us in the stamped envelope provided, in order that we may cover your car with Fire⁹⁰ and Theft Insurance.

To be protected against all driving hazards, you should also carry Full Coverage¹⁰⁰ Collision, Liability, and Property Damage Insurance, which we are equipped to write for you on the monthly¹⁰⁰ payment plan, by adding a small amount to each of your monthly installments.

We are entitled to hold the¹⁰⁰ Certificate of Title to your car during the term of this contract and would ask that you please mail it or bring it¹⁰⁰ to us should it be returned to you."

We wish to thank you for your patronage and to assure you that your business¹⁰⁰ is greatly appreciated.

Yours very truly, (189)

Roberts & Son Company
270 South Fourth Street
Marion, Indiana

Gentlemen:

We can⁹⁰ supply fifteen new cartons for Galoshes to replace the cartons you report losing in the recent fire in⁹⁰ your building, but before shipping we need the stock numbers of the Galoshes in order to furnish the proper⁹⁰ labels.

Very truly yours, (65)

"I'm in a Hurry!"

By WILLIAM HAZLETT UPSON

Copyright, 1925, by William Hazlett Upson
(Concluded from the January issue)

DAVID CROCKETT SUGGS⁹⁰⁰⁰
Contractor

Houses Moved Safely, Speedily and Surely
Dry River Junction, Texas
October 31,⁹⁷⁰⁰ 1924

To The Farmers Friend Tractor Company
Earthworm City, Illinois

Dear Sir:

My new letter⁹⁷⁹⁰ paper has come your letter has come please send me the gear as quick as possible. I'm in a hurry more than⁹⁷⁴⁰ at any time before and unless I can get this mess straightened out I'll

The Young Citizen Learns about Business

OUR BUSINESS LIFE

By LLOYD L. JONES

Philosophy

This book was written as a textbook for the generation which is now on the threshold of direct contacts with the business world either as users of business goods and services or as business workers. The book is an introduction to business and business practices. This first course in business makes everyday information about business a fascinating study of current living. The contents are so practical and so much needed that their study makes the boys better providers for the home and girls better managers of the home. The course reinforces the training of the individual at a vital point and gives the future citizen a background of knowledge that enables him to proceed more intelligently in all types of business transactions.

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The student of OUR BUSINESS LIFE gains a valuable knowledge of the business of his country, practical ability in transacting his own business, and invaluable guidance in deciding whether or not the world of business appeals to him as a career. In addition, he obtains a constructive foundation for further study of business, and in gaining this information there is a by-product of a certain amount of skill in business or clerical practice.

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When sending for your sample copy please mention the Business Education World.

be more of a blowed up sucker than⁸⁷⁸⁰ anybody you ever seen. And in order that you may see what a rush I am in and send the gear as quick as⁸⁷⁸⁰ possible, I will explain 2 very unfortunate events which has took place since my last letter. The first was⁸⁸⁰⁰ last night.

Being Thursday night and my regular night to call, I went around to see Miss Mildred Rogers, who, as⁸⁸²⁰ I have explained before, I had expected to marry very soon, and who used to live down by the depot, but⁸⁸⁴⁰ is now located temporarily on Main Street just in front of Ferguson's Drug Store. It is not as much fun⁸⁸⁶⁰ as it used to be to call at the Rogers' house. Formerly it was possible to sit in the hammock on the⁸⁸⁸⁰ front porch, and as the house set back from the street and there was trees around and no street lights, a very pleasant evening⁸⁹⁰⁰ could be had.

But at present the front porch is located in a most unfortunate way just two feet from the windows⁸⁹²⁰ of Ferguson's Drug Store, which is all lighted up—you know how drug store windows is—lots of big white lights, and all⁸⁹⁴⁰ kinds of jars full of colored water with more lights shining through. And people squeezing past between the porch and the drug⁸⁹⁶⁰ store and going in to get ice cream sodas or stopping to crack bum jokes about me, which I will not repeat. So⁸⁹⁸⁰ you can see that it would not be any fun for me and Mildred to sit in the hammock in the evening, even⁹⁰⁰⁰ if it was possible to sit in the hammock which it is not, owing to the fact that the porch pillar to which⁹⁰²⁰ the hammock is fastened has become so weakened by the jacking up of the house that it would take very little⁹⁰⁴⁰ to pull it over and let the whole porch roof down with a bang.

So we decided that we better sit in the parlor⁹⁰⁶⁰ and we had no sooner entered and I was not doing any harm in any way when Old Mr. Rogers came⁹⁰⁸⁰ in and there was a very painful scene which I won't describe only to say that he used such expressions as "Get⁹¹⁰⁰ out of here," and "I don't want my daughter keeping company with any moron," which is a word he got out of⁹¹²⁰ the DALLAS NEWS.

So after he had hollered around and Mildred had cried, I left the house in a dignified manner.⁹¹⁴⁰ Being a gentleman and always respectful to old age, I did not talk back to him, the dirty crook. But⁹¹⁶⁰ you can see why it is I am in a hurry for the gear.

The other unfortunate event was just this a.m.,⁹¹⁸⁰ when old man Rogers went out and hired twelve horses from all over town and also one small-size flivver tractor to⁹²⁰⁰ move his house up to where he wants it. He tried to get a big tractor, but there is none in town or nearby except⁹²²⁰ mine which is broke down. But there is plenty of horses and there is this little flivver tractor that would not be big⁹²⁴⁰ enough to pull the house all by itself.

So this morning they wheeled my poor old tractor out of the way, and they hooked⁹²⁶⁰ up to the house and there was about a hundred people from the town and from round about that was helping with

advice⁹²⁸⁰ and hollering and yelling and telling Mr. Rogers how to do it. And there was I—the only practical⁹³⁰⁰ and professional house-mover in the city—and none of them asked my advice about anything and so⁹³²⁰ it is not my fault what happened.

When they was all ready, Mr. Rogers he stands up and hollers out, "All ready⁹³⁴⁰—Go!" And the six drivers yelled at the twelve horses, and all the people standing around began to cheer and shout. And⁹³⁶⁰ the feller on the little flivver tractor started up the motor so quick it made a big noise and scared the horses⁹³⁸⁰ and all the horses began jumping and heaving and they jerked the house sidewise, and some of the timbers slipped, and⁹⁴⁰⁰ the kitchen that I told you about—it give a little lurch and fell off the house. Just let go, and fell off.

So that⁹⁴²⁰ scared them, and they unhooked the horses and the flivver tractor and didn't try no more moving, and the house is still⁹⁴⁴⁰ there all except the kitchen which was busted up so bad that they finished the job and knocked it to pieces and took⁹⁴⁶⁰ it away in wheel barrows.

One good thing is that now the traffic can get in between the house and the post office⁹⁴⁸⁰ so they don't have to detour any more. But one very unfortunate thing was that Mrs. Rogers happened to⁹⁵⁰⁰ be in the kitchen when it fell off being shaken up considerable but not seriously injured so⁹⁵²⁰ you can see that I got to have the tractor running again so I can move the house and I hope you will send the⁹⁵⁴⁰ gear at once yours truly and oblige,

DAVID CROCKETT SUGGS

Farmers' Friend Tractor Company
Makers of Earthworm Tractors⁹⁵⁶⁰
Earthworm City, Illinois

November 2, 1924

Mr. David Crockett Suggs
Dry River⁹⁵⁸⁰ Junction, Texas
Dear Sir:

This will acknowledge your valued favor of October 31 requesting that⁹⁶⁰⁰ we use all possible haste in sending you a gear which you need to repair your tractor. We are also pleased to⁹⁶²⁰ report the receipt of one No. 6843 gear which we shipped you on October 14⁹⁶⁴⁰ and which you returned unused owing to the fact that it will not fit your tractor. We are crediting your account⁹⁶⁶⁰ with \$41.26 C.O.D., which you paid on this shipment.

The broken gear which you⁹⁶⁸⁰ sent as a sample has been carefully checked over by our Engineering Department. They report that they⁹⁷⁰⁰ have been unable to identify this gear, and they are of the opinion that no gear similar to this⁹⁷²⁰ has ever been manufactured by this company. We are, therefore, at a loss to understand how this gear ever⁹⁷⁴⁰ came to be in your tractor. We do not make gears similar to the one you have sent in,

and it will therefore⁴⁷⁶⁰ be impossible for us to supply you with one. However, it is always our policy to be of the⁴⁷⁸⁰ greatest possible service to Earthworm owners, and we would suggest that the best thing to do in the circumstances⁴⁸⁰⁰ would be for one of our service mechanics to inspect your machine.

Fortunately, it happens that Dry River⁴⁸²⁰ Junction is the nearest railroad point to the Canyon Ranch, which has just purchased a ten-ton Earthworm Tractor.⁴⁸⁴⁰ Consequently Mr. Luke Torkle, one of our service men, will be at Dry River Junction in a few days to unload⁴⁸⁶⁰ this tractor and drive it overland to the ranch. If you desire, we will have Mr. Torkle stop off and inspect⁴⁸⁸⁰ your machine, advising you what steps to take to put it into first-class running condition; or, if this is⁴⁹⁰⁰ impossible, to confer with you in regard to turning in your old machine and purchasing one of our new⁴⁹²⁰ models. Kindly let us know what you wish us to do in this matter.

Very truly yours,
FREDERICK R. OVERTON⁴⁹⁴⁰
Parts Department

TELEGRAM

Dry River Junction Tex Nov 4 1924
Farmers Friend⁴⁹⁶⁰ Tractor Co
Earthworm Cy, Illinois

Have the guy come quick in a hurry.

DAVID CROCKETT SUGGS

Farmers⁴⁹⁸⁰ Friend Tractor Company
Service Man's Report

Written At: Dry River Junction, Texas
Date: November 7,⁵⁰⁰⁰ 1924
Written By: Luke Torkle, Serviceman
Subject: Tractor belonging to D. C. Suggs

Reached here⁵⁰²⁰ 7 a.m. Unloaded tractor for Canyon Ranch, and will drive it over tomorrow.

Before I had a chance⁵⁰⁴⁰ to look up D. C. Suggs, the mayor and prominent citizens urgently requested me to use the new tractor⁵⁰⁶⁰ to move a house that was blocking the main street. This looked like good advertising for us, especially as the⁵⁰⁸⁰ county commissioner here is expecting to buy a tractor for road work. Accordingly, I spent the morning⁵¹⁰⁰ moving the house to where they wanted it, and then looked up Mr. Suggs.

Found he has left town. It is reported that⁵¹²⁰ he was shot at three times yesterday by a man called Rogers, but escaped. Last night he sold his entire property,⁵¹⁴⁰ consisting of a second-hand tractor, an old fliv, one radio set, and the good will in a house-moving business⁵¹⁶⁰ for \$450. He then took the train north with a girl called Mildred Rogers of this place.

I⁵¹⁸⁰ inspected the tractor formerly owned by Mr. Suggs. No wonder we couldn't supply him with repairs for it.⁵²⁰⁰ It is not one of our tractors. It has no name plate, but I was able to identify it as a 1920⁵²²⁰ model Steel Elephant Tractor, made

by the S. E. Tractor Company of Indianapolis. I⁵²⁴⁰ talked on the 'phone with Mrs. Joseph Banks, whose husband formerly owned the tractor. She says her husband sold the old⁵²⁶⁰ Earthworm Tractor three years ago to a man in Dallas. Mr. Banks owned four or five different kinds of tractors.⁵²⁸⁰ Mrs. Banks remembered he had once bought tractor parts from the Farmers' Friend Tractor Company.

In regard to your⁵³⁰⁰ suggestion that Mr. Suggs might be persuaded to buy a new tractor, I think this is hardly possible. It⁵³²⁰ is reported that before he left, Mr. Suggs stated that he and Miss Rogers would be married and would locate⁵³⁴⁰ in Chicago. He was uncertain what business he would take up, but said very emphatically it would be⁵³⁶⁰ nothing in any way connected with house moving, or with tractors or any kind of machinery. (5379)

(The End)

Value of Experience in Business

• ALTHOUGH I feel the need of adequate business experience on the part of teachers of business subjects, I feel that we have not shown by scientific means that business experience is absolutely necessary for teaching success.

I feel it is radical to assert that teachers should have seven years' experience to qualify themselves satisfactorily for the teaching of business subjects. I think it very inadvisable to expect this amount of experience from business teachers, in view of the fact that business itself already has a difficult time in placing the great number of men and women with practical business experience desperately clamoring for jobs. Reorganization of personnel and expense in hiring and training these teachers is a responsibility that few business houses would care to assume.—*Andrew O'Bruba, Chaney High School, Youngstown, Ohio.*

He who lives beneath the sky
Grows too tall to tell a lie.

—*Edgar Guest.*

• Think of the child as a bundle of possibilities. Brush aside in your thinking all the undesirable habits and traits until you find some ability in the child to develop. Personality can best be built on the assets of the individual, not on the attempted eradication of his liabilities.—*Ruth Strang.*

Editorially Speaking

"We hardly find any person of good sense save those who agree with us. . . ."—La Rochefoucauld

IN *Occupations*, for December, 1936,

Arthur E. Morgan summarizes the outstanding characteristics of a dynamic vocational education program based on a list of recommendations recently made by the Committee on Orientation of the Department of Secondary School Principals of the National Education Association.

This list of recommendations was made to answer the question, "Shall secondary education include vocational training, or shall it be restricted to general education?" These recommendations should be read and reread several times by every commercial teacher and administrator. Mr. Morgan's summary will be reprinted in the March B.E.W. Here is just a taste of that summary:

The nature of an adequate program of vocational education in a democratic society demands that the program be an integral part of the secondary period of school. Such a program of vocational education:

1. Must be treated not as an isolated problem but as an inseparable part of the unified and integrated development of the entire personality.

2. Must be preceded by intelligent counseling.

3. Must have a broad, general base as well as a sharp focus on a particular job. Thus, among other things, the adequate program must promote imagination, persistence, and initiative, which are imperative for developing new opportunities. Hundreds of new callings are in their infancy waiting to be developed.

4. Training in skills of all pupils who do not plan to enter higher institutions should be provided by the secondary school in at least the amount necessary for successful entrance upon a vocation.

5. Even in very small schools something may be done to recognize, encourage, promote, and utilize the vocational interests of pupils.

Here is an authoritative answer to a question that every commercial educator has had to answer as best he could in many situations in which he too often found himself in the minority because of the inability of many school administrators to discard old ideas regarding vocational education—ideas that have long since been found incorrect. Now we know where to go to get an authoritative statement from a committee outside our own division of commercial education. This committee deserves our unanimous vote of thanks.

The Disembodied Voice

The business world is becoming dependent upon the disembodied voice heard over the telephone and the radio. Training this disembodied voice to perform its important task without the aid of facial expression or gesture is a major responsibility of business teachers.

Particular attention should be paid to the correction of mumbling speech and errors in pronunciation.

We are told that each of the following words stands for a common type of error in pronunciation against which we should be on our guard:

singer	cups
oyster	electricity
this	garbage
drawing	first
eating	

When measuring the shorthand, typing, bookkeeping, and other achievements of our graduating students, we should also

measure very accurately their achievement in accuracy of pronunciation, interpretation, and voice quality, so that when they are called upon to talk over the telephone or into the microphone the results will be all that the employer could desire.

Beware of Routine Procedure

Our own experience has shown us how easy it is to get into a routine procedure in which fundamental principles of skill building are violated.

One way we have found for avoiding this great stumbling block to rapid progress is to give less time to the preparation of what is customarily called "the daily lesson plan" and to give more time to reviewing fundamental truths about the acquisition of skill.

For example, if for our shorthand or typewriting lesson tomorrow we were to read thoughtfully the following excerpts from Mursell's article, "The Acquisition of Skill" (November B.E.W., page 157), our teaching would be far more effective than if we had spent all our preparation time going over the subject matter in the assignment for the day:

The quality of practice is far more important than its quantity.

Learning a skill is a matter of getting out of ruts, not of digging ruts deeper and deeper.

The values of properly directed practice are not all reached during the practice time itself. Learning can and should take place during the intervals.

There is a strong tendency for speed and accuracy to go together in all motor skills that have been experimentally investigated. If one thinks of nothing but perfect accuracy as an end in itself, one's very anxiety becomes an obstacle. Speed and accuracy both flow from the same source—properly placed internal control and an organized flow of rhythmic effort.

Relaxation is something that we learn. Merely to tell a person to relax is like telling him to be skillful. The power to relax must come through and grow with practice.

It will pay each teacher to examine critically his daily procedure to see how much of it has been routinized to the detriment of his students' progress.

March, April, May—

Spring comes early in an editorial office! Here it is January 15 and the February B. E. W. is in page proof with the exception of this page. We have held it out to bring you an advance spring message that will whet your appetite for the menu we are preparing for those school days in the spring that have such a hard time competing with Nature in her new and alluring outdoor costume. It is at that time of the year that personal differences are most evident, especially in large classes.

The B. E. W. has found the ideal remedy for all individual adjustment problems. This remedy will be found in an article that is being written exclusively for the B. E. W. by Dr. Laurance Frederic Shaffer, Associate Professor of Psychology, Carnegie Institute of Technology, and the author of "The Psychology of Adjustment," a 1936 book, which has brought to its author unanimous praise from fellow psychologists, educators, and laymen.

The problems that Dr. Shaffer will treat in his article are those which must be faced by the teacher and particularly so by the teacher of skill subjects. Dr. Shaffer's article will be far more than a spring tonic. It will have a lasting and beneficial effect throughout one's teaching career.

Our new Associate Editor, Louis A. Leslie, will have two regular features in the B. E. W. starting with the March issue—his own page in which as a columnist he will comment on various matters pertaining to commercial education, and a department devoted to the discussion of transcription problems.

March, April, May—three big issues bursting with fruitful ideas—and we are happy to be able to present them to you.